

SKYLINE COLLEGE
OFFICIAL COURSE OUTLINE

Date: Fall 2006

1. Title:

ESOL 832

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES III (SECOND HALF)

Units: 3 units.

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

Course Prerequisite: None. Recommended: Satisfactory completion of ESOL 820 or 821/822, or completion of 872 with grade C or better, or completion of 4 units of ENGL 862, 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 831, this course is for intermediate students who have studied the grammatical structures in ESOL 820 and have acquired conversational fluency and basic reading and writing skills. Emphasis is on critical reading, sentence combining, oral exchange, and paragraph writing. This course is equivalent to the second half of ESOL 830.

4. Course Justification:

The third in a series of courses for ESL instruction, this course prepares students for ESOL 840 or ESOL 841/842.

5. Student Learning Outcomes

Upon completion of ESOL 830, students will be able to

- I. Writing
 - a. Show fluency through writing an organized composition demonstrating an awareness of paragraph formation and sentence structure.
- II. Reading
 - a. 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.
- III. Speaking
 - a. Explain, summarize, and clarify information orally from a source such as a graph, diagram, or map, demonstrating developing oral intelligibility.
 - b. Report on an event or incident, giving details or reasons and advocating or negotiating for self or others.
- IV. Listening
 - a. Comprehend and follow lectures and multi-step oral instructions spoken in standard English at a moderate speed.

- b. 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. Course Objectives:

Course will help intermediate 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 sentence mechanics to prepare them to undertake the written work of ESOL 840 or 841/842. 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. This is the second half of the third level in a sequence of five levels of integrated skills courses.

7. Course Content:

A. Reading

1. American English idiom
2. Predicting (pre-reading)
3. Review basic reading skills (skimming, scanning, finding topic sentence, using the dictionary, finding the main idea)
4. 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)

B. Grammar structures

1. Intensive work in sentence combining (covering adverb, adjective and noun clauses and gerund, infinitive and participial phrases)

C. Writing

1. Patterns of paragraph organization (description, cause and effect, classification, comparison, general to specific, and definition)
2. Demonstration of skill in using complex sentence structures in these writings

D. Listening

E. Speaking

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). Mosaic 1 Writing. 4th ed. McGraw Hill: New York.

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

Wegmann/Knezevic (2002). Mosaic 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 a Credit in both ESOL 831 and 832 makes the student eligible to enroll in ESOL 840 or 841/842.