

**SKYLINE COLLEGE
OFFICIAL COURSE OUTLINE**

Date: Fall 2006

1. Title:

ESOL 841

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES IV (FIRST HALF)

Units: 3 units.

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

Course Prerequisite: None. Recommended: Satisfactory completion of ESOL 830 or 831/832, 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 842, this course is for high-intermediate learners who have studied the grammatical structures, reading skills, and elements of paragraph writing in ESOL 830 or 831/832. Emphasis is on thematic reading, discussion, and writing from paragraphs to essays, supplemented by exercises in proofreading. This course is equivalent to the first half of ESOL 840.

4. Course Justification

The fourth in a series of courses designed for ESL instruction, this course prepares students for ESOL 400 and beyond.

5. Student Learning Outcomes

Upon completion of ESOL 840, students will be able to

- I. Writing
 - a. In a scaffolded, in-class process, write an essay demonstrating attention to response to the prompt, organization, development, and support.
 - b. Demonstrate 70% control over most grammar structures using high- and low-frequency words and awareness of audience.
- II. Reading
 - a. Apply reading strategies to unabridged academic texts demonstrating critical thinking in summaries and comprehension questions
- III. Speaking
 - a. Summarize orally and clarify information received from a variety of sources, demonstrating competent oral intelligibility.
 - b. Persuade someone to a particular point of view and use appropriate conversational techniques.
- IV. Listening

- a. Identify vital information from complex lectures and media and record that information in writing in an organized method for later retrieval.

6. Course Objectives: Course is designed to help high-intermediate non-native speakers of English read essays critically, lead and participate in discussions, content, organization, mechanics. Students will also develop awareness of patterns of communication and thinking in their native culture and the mainstream American culture. This is the first half of the fourth level in a sequence of five levels of integrated skills courses.

7. Course Content:

A. Reading

1. Continued work in attack skills, vocabulary, and idiom acquisition
2. Thematic materials for reading comprehension and critical thinking
3. Oral expression of ideas in an interactive setting and in a presentation
4. Predicting (pre-reading)

B. Writing

1. Elements of a well-organized English paragraph, culminating in those of an essay

C. Listening

1. Continued practice in listening comprehension.

D. Speaking

1. Continued practice in speaking fluency.

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). Mosaic 2 Writing. 4th ed. McGraw Hill: New York.

Hanreddy/Whalley (2002). Mosaic 2 Listening/Speaking. 4th ed. McGraw Hill: New York.

Wegmann/Knezevic (2002). Mosaic 2 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 841 and 842 makes the student eligible to enroll in ENGL 400.