COURSE OUTLINE OF RECORD

Number: ESL G051       TITLE: ESL Core Course, Level 5

ORIGINATOR: Coast Coast
FORMERLY KNOWN AS:

CROSS LISTED COURSE: TOP NO: 4930.84

EFF TERM: Spring 2008
DATE OF OUTLINE/REVIEW:

SEMESTER UNITS: 5.0
HRS LEC: 72.0       HRS LAB: 36.0       HRS OTHER: 0.0

CONTACT HRS TOTAL: 108.0

STUDY NON-CONTACT HRS RECOMMENDED: 144.0

CATALOG DESCRIPTION:
This course is the fifth in a series of seven levels. It is a high intermediate ESL core course in English reading, writing, speaking, listening, and grammar. In the course students will focus on the more difficult adjective and adverbial clauses; past and future perfect tenses; expository writing patterns, such as cause and effect and comparison and contrast; inference and tone in reading; and listening without visual clues. At the completion of the course, they will have emerging control of expository forms, of tone, and of providing contextual clues. ADVISORY: Concurrent enrollment in ESL G052 and/or ESL G053 strongly advised.

JUSTIFICATION FOR COURSE:

PREREQUISITES:
- GWC ESL Placement Level of 40 or higher.
  or
- ESL G043: ESL Listening/Speaking, Level 4 with a minimum grade of C or better
  and
- ESL G041: ESL Core Course, Level 4 with a minimum grade of C or better

COREQUISITES:

ADVISORIES:

ASSIGNED DISCIPLINES:
ESL

MATERIAL FEE: Yes [ ] No [X] Amount: $0.00

CREDIT STATUS: Noncredit [ ] Credit - Degree Applicable [ ] Credit - Not Degree Applicable [X]

GRADING POLICY: Pass/No Pass [X] Standard Letter [ ] Not Graded [ ] Satisfactory Progress [ ]

OPEN ENTRY/OPEN EXIT: Yes [ ] No [X]

TRANSFER STATUS: CSU Transferable[ ] UC/CSU Transferable[ ] Not Transferable[X]

BASIC SKILLS STATUS: Yes [X] No [ ]

LEVELS BELOW TRANSFER:

CALIFORNIA CLASSIFICATION CODES: Y - Not Applicable

NON CREDIT COURSE CATEGORY: Y - Not applicable, Credit Course

OCCUPATIONAL (SAM) CODE: E

REPEATABLE ACCORDING TO STATE GUIDELINES: No [X] Yes [ ] NUMBER REPEATS:

REQUIRED FOR DEGREE OR CERTIFICATE: No [X] Yes [ ]

GE AND TRANSFER REQUIREMENTS MET:
COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:

1. demonstrate a limited ability to use adjective clauses with who, which, and that.
2. demonstrate a fair ability to use coordinating conjunctions, adverb clauses of time and real “if” clauses.
3. demonstrate a limited control of passive voice.
4. compose a medium-length paragraph demonstrating consistent control of simple present, past, present progressive verb tenses and fair-to-good control of past progressive and future tenses, and limited control of simple perfect tenses.

COURSE OBJECTIVES:

1. demonstrate limited ability to use adjective clauses.
2. demonstrate limited ability to use present perfect tenses.
3. demonstrate fair to good control of adverb time clauses.
4. demonstrate consistent control of simple tenses.
5. demonstrate consistent control of basic punctuation and S/V/O word order.

COURSE CONTENT:

LECTURE CONTENT:

The student will
A. In grammar and syntax
   1. Review and practice
      a. all verb tenses and irregular verb forms
      b. idiomatic patterns
      c. gerunds as subjects and objects
      d. time clauses
      e. basic sentence patterns and their transformations
      f. all complex and compound sentences
   2. Be introduced to
      a. past and future perfect forms of the verb including perfect modals, and past perfect progressive
      b. object complements
      c. advanced subordinating conjunctions introducing clauses of concession, contrast, purpose and past "real" and "unreal" conditional
      d. adjective clauses where who, which, that are objects rather than subjects and those using whose, whom, where, when
      e. conjunctive adverbs and their use and punctuation in simple and compound sentences
      f. "it is" transformations
   3. Demonstrate
      a. limited control of objective complements
      b. consistent control of basic sentence patterns and their transformations, compound and complex sentence patterns

B. In writing
   1. Review and practice
      a. skills of narration, description, process, reasons
      b. all grammatical forms introduced in ESL 011, 021, 031, and 041
   2. Be introduced to
      a. expository methods of development: example, enumeration, comparison and contrast, cause and effect
      b. transitional devices between paragraphs
   3. Demonstrate
a. limited control of transitional devices between ideas
b. consistent control of
topic sentence and supporting detail
ii. Level of diction appropriate to the writing purpose

C. In reading
1. Review and practice
a. topic sentences and supporting detail
b. proof-reading skills
c. recognition of grammatical forms studied in this and previous classes
2. Be introduced to finding subordinate ideas in reading
3. Demonstrate
a. limited control in
understanding subordinate ideas in reading
ii. Culture-specific context clues
b. consistent control in making inferences

D. In speaking
1. Review and practice imitation of sentence and tonal patterns
2. Be introduced to speaking in response to spoken discourse without visual clues
   (radio)
3. Demonstrate
a. limited control of use of formal or informal diction and slang in appropriate
   situations, enunciating endings
b. consistent control of fluency in oral discourse

E. In listening
1. Review and practice
a. identifying voice patterns and cues used in media
2. Be introduced to voice patterns and cues used in radio advertising; speaker's
   attitude--confidence, bewilderment, worry, panic, sarcasm/irony
3. Demonstrate
a. Limited control in
   i. recognizing speaker’s intended audience, purpose
   ii. Recognizing cohesive and transitional devices in reports, lectures, news
   iii. Responding to discourse without visual clues (radio)
   iv. Doing guided note taking
b. fair to good control of
   i. simple inference on concrete topics with level appropriate content and global
      context, e.g., Where did this conversation probably happen?
   ii. Comprehension of concrete topics on the radio and stories on CD
   iii. Recognizing main ideas and details in simple narratives including a TV news
        report
   iv. Recognizing cohesive and transitional devices in reports, lectures, news
   v. Recognizing inflected endings

LAbORATORY CONTENT:

METHODS OF INSTRUCTION:

A. Lecture:
B. Lab:
C. Independent Study:

INSTRUCTIONAL TECHNIQUES:
COURSE ASSIGNMENTS:
Out-of-class Assignments

Writing Assignments
A. Write a paragraph with a topic sentence and supporting details
B. Read a text and answer comprehension and inference questions

Reading Assignments
Text
Websites

METHODS OF STUDENT EVALUATION:
Midterm Exam
Final Exam
Short Quizzes
Written Assignments
Essay Examinations
Objective Examinations
Report
Projects (ind/group)
Problem Solving Exercises
Oral Presentations

Demonstration of Critical Thinking:
A. Demonstration of logical organization in writing
B. Demonstration of inference skills in reading

Required Writing, Problem Solving, Skills Demonstration:
A. Write a paragraph with a topic sentence and supporting details
B. Read a text and answer comprehension and inference questions

TEXTS, READINGS, AND RESOURCES:
TextBooks:

LIBRARY:
Adequate library resources include:

Comments:

Attachments:
Attached Files