COURSE OUTLINE OF RECORD

Number: ESL G061  TITLE: ESL Core Course, Level 6

ORIGINATOR: Instructor Placeholder AAA  EFF TERM: Spring 2008
FORMERLY KNOWN AS:  DATE OF
CROSS LISTED COURSE:  OUTLINE/REVIEW: 03-20-2009

COURSE OUTLINE OF RECORD

SEMESTER UNITS: 4.0
HRS LEC: 72.0  HRS LAB: 0.0  HRS OTHER: 0.0
CONTACT HRS TOTAL: 72.0
STUDY NON-CONTACT HRS RECOMMENDED: 144.0
CATALOG DESCRIPTION:

This is the sixth in a series of seven levels. It is a low advanced ESL core course in English reading, writing, speaking, listening, and grammar. In the course students will focus on adverbial and noun clauses, adverbial transformations and participial forms, basic essay form, and a range of developmental readings. At the conclusion of the course students will be able to write and converse about these materials in predominantly correct standard English.

JUSTIFICATION FOR COURSE:

PREREQUISITES:

- GWC ESL Placement Level of 50 or higher.
- ESL G051: ESL Core Course, Level 5 with a minimum grade of C or better
- ESL G052: ESL Reading/Writing, Level 5 with a minimum grade of C or better
- ESL G053: ESL Listening/Speaking, Level 5 with a minimum grade of C or better

COREQUISITES:

ADVISORIES:

- Concurrent enrollment in ESL G062 and/or ESL G063 is strongly advised.

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: 3 levels below transfer level

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 fair-to-good ability to use adjective clauses with who, whom, which, whose and that.
2. demonstrate a fair ability to use coordinating conjunctions, adverb clauses of time, contrast, and cause and effect, and unreal "if" clauses.
3. demonstrate a fair to good control of paragraph form and structure, including topic sentences and supporting details.
4. compose one to two pages demonstrating consistent control of basic verb tenses and limited control of perfect tenses.

COURSE OBJECTIVES:

1. have consistent control of adverbial clauses.
2. have fair to good control of noun clause as subject with "it is"
3. have fair to good control of reduced adjective clauses.
4. have fair to good control of adverbial transformations.

COURSE CONTENT:

LECTURE CONTENT:

A. In grammar and syntax
   1. Review and practice
      a. adverbial clauses, including subordinate clauses of concession, contrast, and purpose
      b. standard and "get"-passive
      c. conditional forms and modal perfects
   2. Be introduced to
      a. participial transformations
      b. indirect discourse
      c. noun clause as subject with "it is"
      d. reduced adjective clauses
      e. adverbial transformations
      f. uses of subjunctive
   3. Demonstrate consistent control of
      a. perfect tenses
      b. adjective clauses

B. In writing
   1. Review and practice paragraph writing skills including
      a. methods of development: example, enumeration, comparison/contrast
      b. connectors between paragraphs
      c. editing and proofreading skills
   2. Demonstrate
      a. limited control of
         i. basic essay form
         ii. new methods of development: cause/effect, classification, problem/solution
      b. consistent control of
         i. paragraph unity
         ii. previously studied methods of development: example, enumeration, comparison and contrast
         iii. basic connectors in and between paragraphs
         iv. editing for unity, clarity, development

C. In reading
   1. Review use of grammatical and syntactical structures studied in class
   2. Practice
      a. inference
      b. summary
      c. vocabulary building
3. Be introduced to
   a. different styles and their uses
   b. uses of metaphor, allusion, and other forms of figurative language
   c. subordination and coordination of paragraphs
   d. simple search techniques

D. In speaking
   1. Review and practice
      a. articulation of American sounds
      b. intonation and emphasis patterns
   2. Be introduced to the classroom practices and etiquette of group discussion
   3. Demonstrate limited control of function words (conjunctive adverbs and intensifiers)
   4. Demonstrate consistent control of
      a. singular/plural forms
      b. verb tense signals
      c. word order in complex statements and questions
      d. modals to express attitude and courtesy

E. In listening
   1. Review and practice
      a. recognizing main idea and specific details
      b. recognizing inferences
      c. recognizing cultural information and differences, important grammatical structures, and stress and intonation patterns
   2. Be introduced to listening techniques for lectures, group discussion, and note taking
   3. Demonstrate
      a. some understanding of formal lectures, documentaries, group discussion principles and cultural etiquette
      b. fair understanding of formal and informal conversations and discussions

F. In cultural understanding
   1. Be introduced to such culturally significant topics as job relationships, prejudice, and the two-party system in a democratic republic
   2. Show awareness of the extralinguistic cues, vocabulary, concepts and attitudes introduced in levels 1-5

METHODS OF INSTRUCTION:

A. Lecture:

B. Independent Study:

INSTRUCTIONAL TECHNIQUES:

COURSE ASSIGNMENTS:

Reading Assignments

Text
Websites

Out-of-class Assignments

Writing Assignments

Write a paragraph with a topic sentence and supporting details.

Read a text and answer comprehension and inference questions.
METHODS OF STUDENT EVALUATION:
Midterm Exam
Final Exam
Short Quizzes
Written Assignments
Objective Examinations
Problem Solving Exercises
Oral Presentations
Skills Demonstration

Demonstration of Critical Thinking:
Demonstration of logical organization in writing.
Demonstration of inference skill in reading.

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

TEXTS, READINGS, AND RESOURCES:

TextBooks:

Other:
1. Newspapers
   Magazines
   Blank audio cassettes
   Journals and/or Blue Books

LIBRARY:
Adequate library resources include:

Comments:

Attachments:
Attached Files