COURSE OUTLINE OF RECORD

Number: ESL G041  TITLE: ESL Core Course, Level 4

ORIGINATOR: Coast Coast  EFF TERM: Spring 2008
FOREMERLY KNOWN AS:

CROSS LISTED COURSE:

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:
Fourth in a series of seven levels. Intermediate ESL core course in English reading, writing, speaking, listening, and grammar. In the course students will focus on present perfect tense and on compound and complex sentences, expository writing forms, appropriate levels of diction, and topic sentence ideas. At the completion of the course, they will be able to write simple process, reason, and results pieces with control of sentence word order; they will also be able to distinguish central ideas and supporting details in structured readings. ADVISORY: Concurrent enrollment in ESL G042 and/or ESL G043

JUSTIFICATION FOR COURSE:

PREREQUISITES:
• GWC ESL Placement Level of 30 or higher.
  or
• ESL G033: ESL Listening/Speaking, Level 3 with a minimum grade of C or better
  and
• ESL G031: ESL Core Course, Level 3 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 limited control of parallel structure in compound sentences.
2. demonstrate a fair to good ability to use coordinating conjunctions and time clauses as well as limited control of subordinating conjunctions.
3. generate a short paragraph demonstrating fair to good control of simple present, past, and present progressive verb tenses and limited control of past progressive and future tenses.

COURSE OBJECTIVES:

COURSE CONTENT:

LECTURE CONTENT:

A. Grammar and Syntax
   1. Review of
      a. verb tenses: simple present, past, and future, and present progressive
      b. irregular and infinitive verb forms
      c. simple time and condition clauses
      d. modals
      e. simple passive sentences with direct objects and with indirect objects
      f. idioms
   2. Introduction of
      a. present perfect forms of the verb, including present perfect progressive
      b. adjective clauses in which who, which, that are used as subjects
      c. gerunds as subjects and objects
      d. more complex subordinate clauses
      e. simple passive transformations

B. Writing
   1. Review of
      a. narrative and descriptive writing
      b. all grammatical forms introduced on 011, 021, 031
   2. Introduce
      a. expository forms in paragraphs--process, reasons, results
      b. formal, informal, slang distinctions in written conventions
      c. appropriate levels of generality--topic sentence and supporting detail

C. Reading
   1. Review of
      a. grammatical patterns
         i. topic sentences and supporting detail
   2. Introduction of
      a. proof-reading skills
      b. poems, short stories, and newspaper articles about the topics emphasized in 041

D. Speaking
   1. Review skills introduced in 011, 021, and 031; courtesy formulas; fluency
   2. Introduce
      a. use of formal and informal diction and slang in appropriate situations
      b. idiomatic prepositions; sentence and tonal patterns

E. Listening
   1. Review
      a. skills introduced in 011, 021, 031
      b. distinguishing inflected endings
      c. identifying the main ideas of news programs on television
   2. Introduce
      a. recognition of discrete items, such as prepositions and articles
      b. voice patterns and cues used in advertising, news, sit-coms, movies, and talk shows
television

F. Cultural Understanding
   1. Review extra-linguistic cues, vocabulary, and concepts introduced in 011, 021, and 031
   2. Introduce vocabulary and concepts in the topics emphasized in ESL 041

LABORATORY CONTENT:

METHODS OF INSTRUCTION:

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

INSTRUCTIONAL TECHNIQUES:

COURSE ASSIGNMENTS:

Reading Assignments

Textbooks (daily)
Short newspaper and magazine articles
Stories
Poems
Charts, maps
Advertisements

Out-of-class Assignments

Choral repetition

Writing Assignments

Dictation
Personal letters
Free writing, listing
Sentence exercises, repeating patterns, combining into longer sentences
Short pieces of narration, description, response, process analysis, cause-effect, summary
Paragraph writing
Journal writing--personal, dialogue, and chain
Drill in recognition of grammatical forma; imitating patterns/structures
Questionnaires
Describing pictures--orally and in writing
Responding to TV, film, video tapes--orally and in writing
Reports
Singing songs, show and tell, role playing, and acting scenes of plays
Conversations and pair discussions
Pronunciation drills--minimal pairs, final consonants, inflections, declensions, stress and intonation drills
Jazz chants
Reciting poems
Interviewing peers
Body language analysis
Using cassettes for self-taping; class taping
Telephone use, including interpretation of recorded messages
Reading silently and aloud
Previewing
Dictionary use
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
Skills Demonstration

Demonstration of Critical Thinking:
Library use and simple search techniques
Clustering, cubing, brainstorming, questioning, summarizing, paragraph writing
Outlining, note taking
Cloze practice
Games--puzzles, board games, enactment, jigsaw, reading and writing, Scrabble, jumbles, word search
Predicting
Skimming, scanning, finding main ideas and details
Drawing conclusions and inferences from listening and reading
Distinguishing levels of generality and diction
Analysis of reading, writing, video tapes, film, television
Formal group discussion
Writing in specified forms--narration, description, process analysis, cause-effect, summary
Using timelines, chain narratives
Analysis of grammar/syntax, word forms, structures
Editing Group writing
Sentence combining

Required Writing, Problem Solving, Skills Demonstration:
Dictation
Personal letters
Free writing, listing
Sentence exercises, repeating patterns, combining into longer sentences
Short pieces of narration, description, response, process analysis, cause-effect, summary
Paragraph writing Journal writing--personal, dialogue, and chain
Drill in recognition of grammatical forms; imitating patterns/structures
Describing pictures--orally and in writing
Responding to TV, film, video tapes--orally and in writing
Reports
Singing songs, show and tell, role playing, and acting scenes of plays
Conversations and pair discussions
Pronunciation drills--minimal pairs, final consonants, inflections, declensions, stress and intonation drills
Jazz chants
Reciting poems
Interviewing peers
Body language analysis
Using cassettes for self-taping; class taping
Telephone use, including interpretation of recorded messages
Reading silently and aloud
Previewing Dictionary use

TEXTS, READINGS, AND RESOURCES:
TextBooks:

**LIBRARY:**

Adequate library resources include:

**Comments:**

**Attachments:**

[Attached Files]