COURSE OUTLINE OF RECORD

Number: ESL G071  
TITLE: ESL Core Course, Level 7

ORIGINATOR: Sacha Moore  
EFF TERM: Spring 2008

FORMERLY KNOWN AS:  
DATE OF OUTLINE/REVIEW: 01-07-2009

CROSS LISTED COURSE:  
TOP NO:  
CID: 

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 last in a series of seven levels. It is an advanced ESL core course in English reading, writing, speaking, listening, and grammar. In the course, students will focus on analytic reading skills, paragraph writing, and refining their use of English syntax and style. At the conclusion of the course, they will have the skills to fulfill the entry requirements for English 010. ADVISORY: Concurrent enrollment in ESL G073

JUSTIFICATION FOR COURSE:

PREREQUISITES:
- ESL G061: ESL Core Course, Level 6 with a minimum grade of C or better
- ESL G063: ESL Listening/Speaking & Study Skills I with a minimum grade of C or better and
- GWC ESL Placement Level of 60 or higher.

or

COREQUISITES:

ADVISORIES:
- ESL G073 RETIRED FALL 19: ESL Listening/Speaking & Study Skills II Concurrent enrollment

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: 2 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. distinguish main ideas and supporting details and employ active reading strategies to understand texts at the critical level.

2. compose one to two pages demonstrating consistent control of appropriate verb tenses for the context.

3. demonstrate a consistent ability to use coordinating conjunctions, adverb clauses of time, contrast, and cause and effect, and adjective clauses with who, whom, which, whose, and that.

4. construct clear, grammatically correct sentences using a variety of sentence structures and appropriate academic vocabulary.

5. apply prewriting strategies to organize ideas in response to a prompt to create appropriately structured paragraphs and short essays.

6. demonstrate good control of paragraph form and structure in a wide variety of rhetorical forms.

COURSE OBJECTIVES:

1. demonstrate limited ability to use adverb clauses of contrast

2. demonstrate limited ability to use adverb clauses of condition

3. demonstrate fair to good control of reduced adjective clauses

4. demonstrate consistent control of all tenses

5. demonstrate consistent control of simple, compound, and complex sentence

COURSE CONTENT:

LECTURE CONTENT:

A. In grammar and syntax
   1. Review and practice
      a. participial adjectives
      b. indirect discourse
      c. noun clauses
      d. reduced adjective clauses
      e. adverb clauses of time using since, until, as, once, now that, in case, unless
      f. past "real" and "unreal" conditional
      g. stative passive
      h. infinitive of purpose (e.g., He came here to study computers.)
      i. adj. + infinitive (e.g., sorry to hear …)
   2. Be introduced to
      a. the forms and uses of parallelism
      b. reduced adverb clauses
      c. reported speech
      d. adverb clauses of time: by the time
      e. adverb clauses of contrast: while, whereas
      f. adverb clauses of condition: whether or not, even if
   3. Demonstrate
      a. limited ability to recognize and use
         i. the forms and uses of parallelism
         ii. reduced adverb clauses
         iii. reported speech
         iv. adverb clauses of time: by the time
         v. adverb clauses of contrast: while, whereas
         vi. adverb clauses of condition: whether or not, even if
      b. fair to good control of
i. participial adjectives
ii. indirect discourse
iii. noun clauses
iv. reduced adjective clauses
v. adverb clauses of time using since, until, as, once, now that, in case, unless
vi. past "real" and "unreal" conditional
vii. stative passive
viii. infinitive of purpose (e.g., He came here to study computers.)
ix. adj. + infinitive (e.g., sorry to hear …)
c. consistent control of
   i. all tenses, verb markers, and tense sequencing
   ii. simple, compound, complex, compound-complex sentence patterns
   iii. transitional expressions
   iv. basic parallelism
   v. adjective clauses
   vi. articles

B. In writing
   1. Review and practice
      a. methods of development: example, enumeration, comparison/contrast, cause/effect, classification, problem/solution
      b. appropriate levels of diction, tone, and style
      c. editing and proofreading skills for unity, clarity, development, consistency, person and tense, basic correctness, comma splices, sentence fragments, run-ons
      d. contrast expressions: nevertheless, nonetheless, consequently, however, on the other hand
      e. parallel structure using clauses
   2. Be introduced to
      a. methods of development: definition, beginning argument
      b. editing skills for coherence and rhetorical effectiveness
      c. basic essay form (if time permits)
   3. Demonstrate
      a. limited ability to recognize and use
         i. basic essay form (if time permits)
      b. fair to good control of
         i. unity & coherence
         ii. rhetorical modes: cause/effect, classification, problem/solution
         iii. contrast expressions: nevertheless, nonetheless, consequently, however, on the other hand
         iv. parallel structure using clauses
      c. consistent control of
         i. sophisticated transitions
         ii. editing for comma splices, sentence fragments and run-ons
         iii. person and tense
         iv. transformation of personal experience to objective discussion

METHODS OF INSTRUCTION:

A. Lecture:
B. 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
Problem Solving Exercises
Skills Demonstration

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

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

LIBRARY:

Adequate library resources include:

Comments:

Attachments:

[Attached Files]