



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

<input type="checkbox"/>	New Course
<input type="checkbox"/>	Effective Date (for articulation)
<input checked="" type="checkbox"/>	COR Revision 2/25/10
<input type="checkbox"/>	Pre Req/Advisories
<input checked="" type="checkbox"/>	Other Changes: Repeatability
<input checked="" type="checkbox"/>	SLOs 3/3/2008

COURSE SUBJECT & NUMBER: ESL 059

COURSE NAME: ESL Skills Building 5

COURSE UNITS: 5 **COURSE HOURS:** 5 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Advisory: Completion of ESL 049 or eligibility for ESL 059

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*

This is an advanced level integrated skills course for non-native speakers of English. Concentration is on both oral and written abilities as students develop and improve their reading, writing, listening, speaking, vocabulary, grammar, and pronunciation, and critical thinking skills in the English language. This class provides students with an opportunity to learn, practice, and improve their English language skills through drills, communicative group and pair work, practice activities, theme-based learning, lecture, and project work. Students are expected to have functional knowledge of advanced level English grammar, vocabulary, writing, and oral communication skills before entering this course. **NOTE:** No grade will be given for this course; student will receive "pass" or "no pass" only. (This credit course is not applicable to the associate degree and certificate programs.)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to:

- 1) Identify and employ orally and in writing advanced ESL vocabulary (e.g., addictions; ethics; personality; cultural trends; Feng Shui; fasting; workplace surveillance; the Red Cross; music and math skills; poverty).
- 2) Use spoken and written advanced grammar (e.g., the unreal: WISH; noun clauses; adjective clauses; adverb clauses; quantifiers for count and non-count nouns; reported speech; the passive causative; modals of varying certainty).
- 3) Demonstrate in speaking and writing the multi-page speech/essay level (e.g., fluctuation, rate of speech, uses of underlining and italics, citation forms) within descriptive, narrative, persuasive, interactive, and expository discourse.

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COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

I) Reading, Writing, Listening, Speaking,
Vocabulary, Grammar, Pronunciation, & Critical
Thinking (suggested topics):

- A) Addictions
- B) Utopian Movements
- C) Personality
- D) Trends
- E) Feng Shui
- F) Religion
- G) Business
- H) The Military
- I) The Arts
- J) Censorship

II) Oral & Written Grammar

- A) The Unreal WISH
- B) Noun Clauses
- C) Adjective Clauses
- D) Adverb Clauses
- E) Oral Discourse Connectors
- F) Quantifiers for (Non-)Count Nouns
- G) Verb + Gerunds
- H) Direct & Indirect Speech
- I) The Passive & Passive Causative
- J) Modals of Varying Certainty

III) Listening & Pronunciation

- A) Segmentals
 - 1) Vowel Sounds
 - a) The /U/ sound (e.g., "good", "book")
 - b) Contrasting /ae/, /a/, & /uh/
 - 2) Consonant Sounds
 - a) Voiced Sibilants: /z/, /zh/, /j/
 - b) Inter-/Labio-Dentals: /th/, /TH/, /f/, /v/
- B) Suprasegmentals
 - 1) Intonation
 - 2) Stress
 - a) Highlighting important words
 - b) Grouping words together
 - c) Suffixes & stress changes
 - d) 2-syllable words
 - e) Phrasal verb preposition stress
 - 3) Reductions
 - a) AS, HAS, & IS = [əz] (e.g., "As loose as", "Luz has gone.", "Luz is going.")
 - b) HAVE = "of" (e.g., "some have asked", "some of us")
 - 4) Linking
 - a) Vowel to Vowel Linking (e.g., "Who is it? = WhoWizIt?")
 - b) Consonant to Vowel Linking (e.g., "She likes it. "ShelikesSit."

- B) Making predictions
- C) Summarizing ideas
- D) Speaking in front of a group
- E) Using metaphors
- F) Conducting an interview
- G) Performing a dialog (with drama)
- H) Retelling a conversation
- I) Using transitions
- J) Conducting a debate

V) Critical Thinking

- A) Inferring meaning from context
- B) Classifying information
- C) Critiquing an argument
- D) Interpreting graphs
- E) Interpreting quotations
- F) Challenging assumptions
- G) Speculating on outcomes
- H) Making judgments on controversial issues
- I) Comparing & contrasting information
- J) Developing pro and con arguments

IV) Speaking

- A) Defending opinions

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TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a “Model Outline” in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

Weekly reading assignments are those in the accompanying text (topical passages), as well as supplementary materials provided by the instructor. (Supplementary materials may include high-interest, U.S. Cultural literature, academic material, or articles from newspapers, magazines, or the Internet.)

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

Weekly written assignments (e.g., a complete essay, a brief outline/notes for an oral presentation) are required at the end of each of the textbook's units. (The goal is to provide students with the opportunity to present, both in writing and orally, their ideas on the text's thematic units.) These written documents are also the material which is to be included in a final portfolio.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

n/a

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

A variety of assignments to encourage practice with listening, speaking, reading, writing, and pronunciation of the English language. For example: information gap activities in which students orally exchange information, interviewing classmates or native speakers, listening exercises from the book/cassette, language and word games, reading or listening to information and then answering questions about it or discussing it in groups.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.

Reading Assignments: 3

Writing Assignments: 3

Computational Assignments:

Other Assignments: 4

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METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Lecture, discussion, pairwork, small group activities, recitation, drills, computer assisted language learning, and language games

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

The instructor's assessment is based on the quality of completion of the following course objectives and assignments:

- 1) Students' fulfillment of Objective 1, all language skills relating to high-interest topics, is evaluated by workbook activities, oral presentations, essays, and tests.
- 2) Student's fulfillment of Objective 2, oral and written grammar, is evaluated by workbook activities, oral presentations, essays, and tests.
- 3) Student's fulfillment of Objective 3, listening and pronunciation, is evaluated by workbook activities, oral presentations, and tests.
- 4) Student's fulfillment of Objective 4, speaking, is evaluated by workbook activities, oral presentations, and tests.
- 5) Student's fulfillment of Objective 5, critical thinking, is evaluated by workbook activities, oral presentations, and tests.

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

1. Preiss, Sherry. (2009) Northstar Listening and Speaking 5 (3rd Ed.). White Plains: Pearson Education.
2. Richards, J. (2009). Passages 2 (2nd Ed.). New York: Cambridge University Press. Student's Book and Workbook 2.