

A Guide to ESL Course Goals, Objectives, and Student Learning Outcomes (SLOs)

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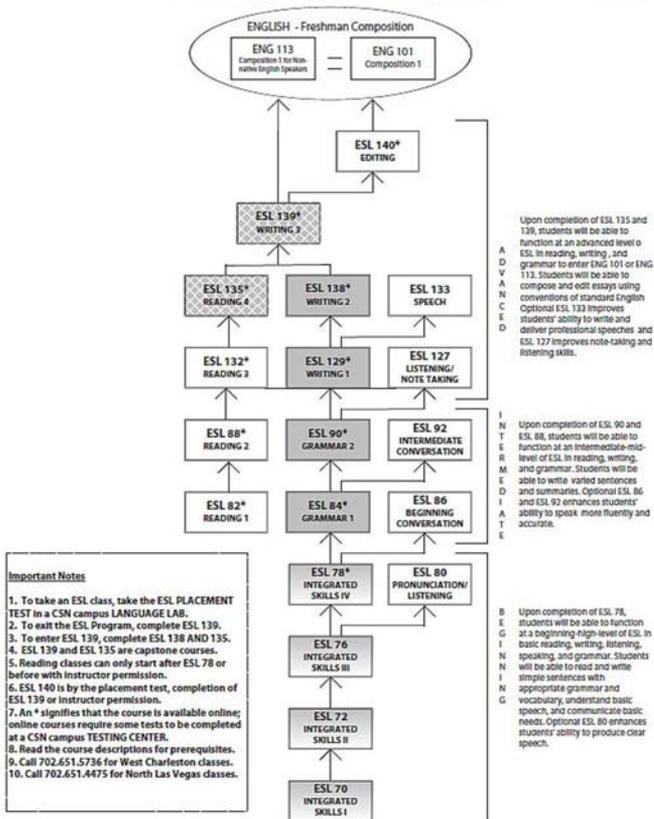
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Mission

The Department of International Languages offers courses in English as a Second Language (ESL) in order to support students pursuing academic goals particularly at institutions within the Nevada System of Higher Education. The department offers both an intensive English program as well as a part-time program in order to accommodate the differing needs of both traditional and working students.

ESL to English Course Sequence



Beginning Tier

ESL 70 – Integrated Skills I

ESL 72 – Integrated Skills II

ESL 76 – Integrated Skills III

ESL 78 – Integrated Skills IV

ESL 80 – Listening and Pronunciation

ESL 70 Integrated Skills I

The goal of this course is students' acquisition and control of the sound structures and sentence patterns of basic introductory English. Prerequisite: ESL Placement Test.

Objectives

1. GRAMMAR – To introduce students to the verb “be” in the simple present tense and how to add articles, adjectives, and nouns to it and to introduce students to other simple present tense statements, negatives, questions, and short answers, as well as imperatives, adverbs of frequency, and simple modals at the introductory level
2. VOCABULARY – To introduce students to basic English vocabulary including greetings, family members, numbers, places in a home, names of cities, countries, continents, as well as daily activities, transportation, clothes, colors, foods, parts of the body, illnesses, and holidays
3. LISTENING – To develop students' understanding of basic spoken English words through focused listening and understanding of general and specific details in simple conversations
4. SPEAKING/PRONUNCIATION – To get students to focus on specific sounds such as /r/, /sh/, /ch/ and final /-s/ as well as intonation of basic vocabulary or word stress and to ask yes/no questions politely and provide logical responses
5. READING/WRITING – To have students understand basic sentence structure and content in introductory level reading passages and write simple sentences to describe people, places, jobs, abilities, and clothes, among other basic themes

Student Learning Outcomes

After successful completion of this course, students will be able to:

1. GRAMMAR – Identify the verb “be” in the simple present tense and recognize articles, adjectives, and nouns surrounding the verb “be” and identify other verbs, negatives, questions, and short answers in the simple present tense as well as some basic imperatives, adverbs and modals at the introductory level.
2. VOCABULARY – Match very simple definitions to basic vocabulary words from familiar themes (i.e. family, places, daily activities, colors, food, clothes, body parts).
3. LISTENING – Recognize main ideas and details from introductory level listening passages.
4. SPEAKING/PRONUNCIATION – Cite basic vocabulary words and sounds with correct intonation, construct basic yes/no questions, and state appropriate oral responses to simple questions.
5. READING/WRITING – Identify grammar and content from introductory level reading passages and construct simple sentences in writing using introductory level grammar and vocabulary.

ESL 72 Integrated Skills II

The goal of this course is students' acquisition and control of the sound structures and sentence patterns of beginning – low level English. Prerequisite: ESL Placement Test or ESL 70 with a grade of "C-" or higher, or instructor permission.

Objectives

1. GRAMMAR – To introduce students to new tenses including present continuous, simple past, future going to and will, and present perfect and to introduce them to possession, direct and indirect objects, linking verbs, quantifiers, comparatives, superlatives, more advanced modals, and conditionals at the beginning-low level
2. VOCABULARY - To introduce students to more basic English vocabulary including nationalities, occupations, diet and health, sports and leisure, weather, and technology
3. LISTENING - To increase students' understanding of basic spoken English words through focused listening and understanding of general and specific details
4. SPEAKING/PRONUNCIATION - To get students to pronounce specific sounds such as /- 'm/, /-'re/, /-'s/ and verbs that end in -s, -ed, -ty, and -teen and to get students to discuss basic personal information
5. READING/WRITING - To have students understand sentence structure and content in beginning – low level reading passages and write a few sentences together to form a small paragraph, text message, or email to describe people, jobs, places, abilities, food and clothes and to convey basic information

Student Learning Outcomes

After successful completion of this course, students will be able to:

1. GRAMMAR – Identify the present continuous, simple past, future going to and will, and present perfect tenses, possession, direct and indirect objects, linking verbs, quantifiers, comparatives, superlatives, more advanced modals, and conditionals.
2. VOCABULARY – Match simple definitions to beginning-low level vocabulary words from more familiar themes (i.e. nationalities, occupations, health, sport, technology).
3. LISTENING – Recognize main ideas and details from beginning-low level listening passages.
4. SPEAKING/PRONUNCIATION – Cite beginning-low level vocabulary words and sounds with correct intonation, construct basic yes/no and open-ended questions, and state appropriate oral responses to simple and complex questions.
5. READING/WRITING – Identify grammar and content from beginning-low level reading passages and construct sentences in writing using beginning-low level grammar and vocabulary.

ESL 76 Integrated Skills III

The goal of this course is students' acquisition and control of the basic sound structures and sentence patterns of beginning – mid Level English. Prerequisite: ESL Placement Test or ESL 72 with a grade of "C-" or higher, or instructor permission.

Objectives

1. GRAMMAR - To develop students' use of simple present, present continuous, simple past, future going to and will, and present perfect and introduce them to possession, direct and indirect objects, linking verbs, quantifiers, comparatives, superlatives, more advanced modals, and conditionals and introduce new concepts such as passive voice at the beginning-mid level
2. VOCABULARY – To develop students' use of basic English vocabulary including diet and health, nationalities, occupations, countries, technology, weather, and sports/leisure and introduce phrasal verbs and the meanings of the prepositions used with them, various adjectives used to describe basic things, and past participles of irregular verbs
3. LISTENING - To get students to use focused and general listening skills to understand basic small talk and short and clear speech in TV shows, radio shows, job interviews, doctor's appointments and college
4. SPEAKING/PRONUNCIATION - To get students to focus on sentence stress for content and function words and to use intonation in questions and to introduce communication and gestures used in small talk
5. READING/WRITING - To have students understand sentence structure and content in beginning – mid level reading passages and develop simple paragraphs to express their personal opinions or write about themselves

Student Learning Outcomes

After successful completion of this course, students will be able to:

1. GRAMMAR – Apply the present continuous, simple past, future going to and will, and present perfect tenses, possession, direct and indirect objects, linking verbs, quantifiers, comparatives, superlatives, more advanced modals, and conditionals and identify passive voice at the beginning-mid level.
2. VOCABULARY – Define beginning-mid level vocabulary words from familiar themes (i.e. health, sports, technology) and memorize more complex themes (i.e. phrasal verbs, irregular verbs).
3. LISTENING – Recognize main ideas and details from beginning-mid level listening passages.
4. SPEAKING/PRONUNCIATION – Cite beginning-mid level content and function words and sounds with correct intonation and create short conversation appropriate for the beginning-mid level.

5. READING/WRITING – Identify grammar and content from beginning-mid level reading passages and construct sentences in writing using beginning-mid level grammar and vocabulary.

ESL 78 Integrated Skills IV

The goal of this course is students' acquisition and control of the basic sound structures and sentence patterns of beginning – high level English. Prerequisite: ESL Placement Test or ESL 76 with a grade of "C-" or higher, or instructor permission.

Objectives

1. GRAMMAR – To develop students' use of passive voice in simple present and past tense and to introduce them to past perfect tense, unreal conditionals, gerunds and infinitives, reported speech, adjective clauses, adverbial clauses, negative questions, tag questions, advanced modals, and passive voice in other tenses at the beginning-high level
2. VOCABULARY – To introduce students to higher level vocabulary such as banking or money transactions, environmental conservation, art terminology, modern transportation, expressions for emergencies, education and university majors, and space exploration
3. LISTENING – To get students to use focused and general listening skills to understand more complex small talk and longer speech in TV shows, radio shows, job interviews, doctor's appointments and college
4. SPEAKING/PRONUNCIATION – To have students develop more fluid speech and pronunciation by using contractions, using linking words to connect ideas, reducing sounds such as "didga" or "d'ya," rising intonation for surprise or tag questions and adding stress in compound nouns
5. READING/WRITING - To have students understand sentence structure and content in beginning – high level reading passages and develop paragraphs to express opinions about non-personal topics

Student Learning Outcomes

After successful completion of this course, students will be able to:

1. GRAMMAR – Apply passive voice in simple present and past tense and identify past perfect tense, unreal conditionals, gerunds and infinitives, reported speech, adjective clauses, adverbial clauses, negative questions, tag questions, advanced modals, and passive voice in other tenses at the beginning-high level.
2. VOCABULARY – Define beginning-high level vocabulary words from less familiar themes (i.e. banking, conservation, art, college, space).
3. LISTENING – Recognize main ideas and details from beginning-high level listening passages.
4. SPEAKING/PRONUNCIATION – Cite beginning-high level content and function words and sounds with correct intonation and create long conversation appropriate for the beginning-high level.

5. READING/WRITING – Identify grammar and content from beginning-high level reading passages and construct sentences in writing using beginning-high level grammar and vocabulary.

ESL 80 Listening and Pronunciation

The goal of this course is for students to improve sound production and listening comprehension specifically in vowel/consonant system, reduced forms, stress and intonation. Prerequisite: ESL Placement Test or ESL 76 with a grade of "C-" or higher, or instructor permission.

Objectives

1. SPELLING/SOUNDS – To breakdown the English language spelling system to show the differences in the English alphabet's 26 letters and more than 40 sounds
2. SPEECH MECHANISM –To help students understand how they should physically produce voiced and voiceless sounds by identifying articulators or speech organs (i.e. lips, tongue, nose, teeth, vocal cords, roof of mouth, jaw) using different manners of production (i.e. stop-plosives, fricatives, nasals, glides/semi-vowels, affricates) for consonants and tongue and lip positions for vowels
3. VOWEL AND CONSONANT SYSTEM – To differentiate between length of vowels and consonants depending on their location in a word or sentence, to clarify sounds in content words, function words, contractions, and reductions, and to ensure students are able to identify and produce spoken sounds discretely and in context
4. STRESS/INTONATION – To help students understand word stress (rhythm) or the degree of force that is given to a syllable in a word or a word in a sentence and intonation (melody) or the various tones of voice necessary to express different meanings

Student Learning Outcomes

After successful completion of this course, students will be able to:

1. SPELLING/SOUNDS – Identify words with the same letters but different sounds, same sounds but different letters, and letters representing no sound.
2. SPEECH MECHANISM – Identify specific speech organs for all English sounds or combination of sounds.
3. VOWEL AND CONSONANT SYSTEM – Identify phonetic symbols, recognize sounds and words from recordings, and produce spoken sounds discretely and in context.
4. STRESS/INTONATION – Identify syllables and produce sounds with correct rhythm and melody.

Intermediate Tier

ESL 82 – Reading I

ESL 84 – Grammar I

ESL 88 – Reading II

ESL 90 – Grammar II

ESL 86 – Beginning Conversation

ESL 92 – Intermediate Conversation

ESL 82 Reading I

The goal of this course is for students to develop intermediate – low level reading skills through analysis of assigned texts. Prerequisite: ESL Placement Test or ESL 78 with a grade of “C-” or higher, or instructor permission.

Objectives

1. **READING COMPREHENSION** – To introduce students to reading comprehension skills and strategies at an intermediate-low level such as the recognition of structure, main ideas, supporting details, topics, and titles and through skimming, scanning, and ordering of events
2. **CRITICAL THINKING** – To increase students’ ability to think critically at a low – intermediate level and to introduce them to skills such as synthesizing and discussing ideas from a reading, predicting content, drawing conclusions, and distinguishing between facts and beliefs
3. **VOCABULARY** – To build students’ vocabulary at a low – intermediate level by introducing them to various strategies such as obtaining or guessing meaning from context, focusing on high frequency words for this level, and identifying synonyms and parts of speech from word endings or word families
4. **WRITING** – To build students’ language skills at the low – intermediate level through paraphrasing and summarizing of very short stories without plagiarizing, producing grammatically correct sentences or questions, and applying academic vocabulary in a personal context

Student Learning Outcomes

After successful completion of this course, students will be able to:

1. **READING COMPREHENSION** – Identify reading strategies (i.e. skimming, scanning, finding main ideas, drawing conclusions, paraphrasing, summarizing and using context clues) and apply them at an intermediate – low level.
2. **CRITICAL THINKING** – Identify the setting, main ideas, details, themes, and facts and opinions from stories in intermediate – low level ESL textbooks and list the relationships between the text and real-life personal experiences.
3. **VOCABULARY** – Identify lexical items in context and construct sentences and questions using the vocabulary words in a personal context.
4. **WRITING** – Compose very short summaries of intermediate – low level ESL texts with accurately paraphrased main ideas and major details and without plagiarizing.

ESL 84 Grammar I

The goal of this course is students' acquisition and control of the basic sound structures and sentence patterns of intermediate – low Level English. Prerequisite: ESL Placement Test or ESL 78 with a grade of "C-" or higher, or instructor permission.

Objectives

1. GRAMMAR – To have students recognize all tenses, passive voice, clauses, conditionals, modifiers, possession, singular/plural, articles, question formation and capitalization at the intermediate-low level
2. READING/WRITING - To have students understand sentence structure (meaning and function) in intermediate-low level reading passages through analysis of grammar in context and develop sentences using correct form and function using grammar at the intermediate-low level

Student Learning Outcomes

After successful completion of this course, students will be able to:

1. GRAMMAR –Recognize all tenses, passive voice, clauses, conditionals, modifiers, possession, singular/plural, articles, question formation and capitalization at the intermediate-low level.
2. READING/WRITING - Identify sentence structure (meaning and function) in intermediate-low level reading passages through analysis of grammar in context and construct sentences using correct form and function using grammar at the intermediate-low level.

ESL 88 Reading II

The goal of this course is for students to develop intermediate – mid level reading skills through analysis of assigned texts. Prerequisite: ESL Placement Test or ESL 82 with a grade of "C-" or higher, or instructor permission.

Objectives

1. **READING COMPREHENSION** – To develop students' reading comprehension skills and strategies at an intermediate-mid level and having them recognize structure, main ideas, supporting details, topics, and titles and skim, scan, and order events in intermediate-mid level texts
2. **CRITICAL THINKING** – To increase students' ability to think critically at an intermediate-mid level and continue to help students synthesize and discuss ideas from a reading, predict content, draw conclusions, and distinguish between facts and beliefs in intermediate-mid level texts
3. **VOCABULARY** – To continue to build students' vocabulary at an intermediate-mid level by obtaining or guessing meaning from context, focusing on high frequency words for this level, and identifying synonyms and parts of speech from word endings or word families from intermediate-mid level texts
4. **WRITING** – To continue to build students' language skills through paraphrasing and summarizing of short stories without plagiarizing, producing grammatically correct sentences or questions, and applying academic vocabulary in a personal context.

Student Learning Outcomes

After successful completion of this course, students will be able to:

1. **READING COMPREHENSION** – Identify reading strategies (i.e. skimming, scanning, finding main ideas, drawing conclusions, paraphrasing, summarizing and using context clues) and apply them at an intermediate – mid level.
2. **CRITICAL THINKING** – Identify the setting, main ideas, details, themes, and facts and opinions from stories in intermediate – mid level ESL textbooks and discuss the relationships between the text and real-life personal experiences.
3. **VOCABULARY** – Define lexical items in context and construct sentences and questions using the vocabulary words in a personal context.
4. **WRITING** – Compose short summaries of intermediate – mid level ESL texts with accurately paraphrased main ideas and major details and without plagiarizing.

ESL 90 Grammar II

The goal of this course is students' acquisition and control of the basic sound structures and sentence patterns of intermediate – high Level English. Prerequisite: ESL Placement Test or ESL 88 with a grade of "C-" or higher, or instructor permission.

Objectives

1. GRAMMAR – To have students recognize all tenses, passive voice, clauses, conditionals, gerunds and infinitives, reported speech, modals, modifiers, possession, singular/plural, articles, question formation and capitalization at the intermediate-high level
2. READING/WRITING - To have students understand sentence structure (meaning and function) in intermediate-high level reading passages through analysis of grammar in context and develop sentences using correct form and function using grammar at the intermediate-high level

Student Learning Outcomes

After successful completion of this course, students will be able to:

1. GRAMMAR –Recognize all tenses, passive voice, clauses, conditionals, gerunds and infinitives, reported speech, modals, modifiers, possession, singular/plural, articles, question formation and capitalization at the intermediate-high level.
2. READING/WRITING - Identify sentence structure (meaning and function) in intermediate-low level reading passages through analysis of grammar in context and construct sentences using correct form and function using grammar at the intermediate-high level.

ESL 86 Beginning Conversation

The goal of this course is for ESL students to gain confidence in speaking, increase vocabulary, start conversations, and improve fluency and accuracy. Prerequisite: ESL Placement Test or ESL 78 with a grade of "C-" or higher, or instructor permission.

Objectives

1. DISCUSSION – To provide students with tasks that lead to group interaction (i.e. problem-solving tasks, role plays, scales and questionnaires, oral presentations) and discussion about relevant and controversial topics and establish a group environment in which everyone has a real need to speak/contribute
2. VOCABULARY – To help students acquire topic related vocabulary from controversial themes as well as proverbs/idioms
3. FLUENCY – To increase students' rate of speech by equipping them with the vocabulary for a topic, providing background on the topic, giving them an opportunity to think critically and write down some of their thoughts about it, and allowing students some opportunities to speak without interruption or constant correction, lowering their affective filter and creating a comfortable speaking environment
4. ACCURACY – To increase students' precision of speech by helping them learn the types of mistakes they make and giving them the tools and time to "try to" self-correct and by equipping them with common grammar used in conversation (i.e. so/neither expressions, open- and closed- question words)
5. CULTURE – To help students understand that what might be common in their culture in a conversation may be different in another including eye contact, proximity and physical contact, timing, manners, and expectations

Student Learning Outcomes

After successful completion of this course, students will be able to:

1. DISCUSSION – State opinions and recount basic information to group members.
2. VOCABULARY – Define 100 topic-related vocabulary words and recall 10 proverbs at the beginning conversation level
3. FLUENCY – Summarize short readings in writing and tell short stories orally.
4. ACCURACY – Recall some personal high-frequency information and state some questions and agreement expressions using correct grammar and identify some grammatical errors in less frequently used conversational statements.
5. CULTURE – Identify some cultural differences in conversation.

ESL 92 Intermediate Conversation

The goal of this course is for ESL students to form/support/argue opinions in conversations and increase fluency and accuracy. Prerequisite: ESL Placement Test or ESL 84 or ESL 86 with a grade of "C-" or higher, or instructor permission.

Objectives

1. DISCUSSION – To provide students with tasks that lead to group interaction (i.e. problem-solving tasks, role plays, scales and questionnaires, oral presentations) and discussion about relevant and controversial topics and establish a group environment in which everyone has a real need to speak/contribute
2. VOCABULARY – To help students acquire topic related vocabulary from controversial themes as well as proverbs/idioms
3. FLUENCY – To increase students' rate of speech by equipping them with the vocabulary for a topic, providing a lot of background on the topic, giving them an opportunity to think critically and write down all of their thoughts about it, and allowing students some opportunities to speak without interruption or constant correction, lowering their affective filter and creating a comfortable speaking environment
4. ACCURACY – To increase students' precision of speech by helping them learn the types of mistakes they make and giving them the tools and time to self-correct and by equipping them with common grammar used in conversation (i.e. so/neither expressions, open- and closed- question words)
5. CULTURE – To help students use knowledge of cultural differences including eye contact, proximity and physical contact, timing, manners, and expectations when interacting with group members

Student Learning Outcomes

After successful completion of this course, students will be able to:

1. DISCUSSION – State opinions supported by facts and recount complex information.
2. VOCABULARY – Define 100 topic-related vocabulary words and recall 10 proverbs at the intermediate conversation level
3. FLUENCY – Summarize long readings in writing and tell long stories orally.
4. ACCURACY – Use personal high-frequency information and state questions and agreement expressions using correct grammar and identify grammatical errors in less frequently used conversational statements and self-correct.
5. CULTURE – Apply knowledge of cultural differences in conversation with group members.

Advanced Tier

ESL 127 – Listening and Note-taking

ESL 129 – Writing I

ESL 132 – Reading III

ESL 133 – Speech

ESL 135 – Reading IV

ESL 138 – Writing II

ESL 139 – Writing III

ESL 140 – Advanced English Editing

ESL 198 – TEAS Prep Course for Medical Students

ESL 127 Listening and Note-taking

The goal of this course is to improve students' listening comprehension, speaking, and note-taking skills in preparation of lecture-based courses. Prerequisite: ESL Placement Test or ESL 90 with a grade of "C-" or higher, or instructor permission.

Objectives

1. LISTENING – To help students understand academic listening passages with the following skills: thinking critically, predicting content, identifying main ideas, details, conclusions, intonation, and specific expressions and by making inferences and interpreting speakers' tone, attitude, and stress
2. SPEAKING – To have students give clear presentations to a small group using organized physical or mental notes, visuals, posture, speaking volume and speed, and enthusiasm and to help students speak naturally and comfortably with correct pronunciation of word endings, key word stress, reduced function words, and linking sounds
3. NOTE-TAKING – To equip students with note-taking strategies to produce written or oral summaries/reports or responses to questions about the listening text

Student Learning Outcomes

After successful completion of this course, students will be able to:

1. LISTENING – Analyze and interpret a variety of listening texts, identify main ideas, details, conclusions, intonation, and specific expressions, and interpret speakers' tone, attitude, and stress.
2. SPEAKING – Prepare short presentations to a small group using visuals, posture, speaking volume and speed, and enthusiasm, produce word endings, key word stress, reduced function words, and linking sounds using correct pronunciation.
3. NOTE-TAKING – Record notes on lectures to produce written or oral summaries/reports or responses to questions about the listening text.

ESL 129 Writing I

This goal of this course is for ESL students to write short simple, compound, and complex sentences without global errors and to form clear, short paragraphs. Prerequisite: ESL Placement Test or ESL 90 with a grade of "C-" or higher, or instructor permission.

Objectives

1. **WRITING RULES**– To introduce students to advanced – low level writing rules (i.e. capitalization, end punctuation, commas, apostrophes)
2. **GRAMMAR IN WRITING** –To help students understand how simple, compound and complex sentences are different depending on the connecting words (i.e. Coordinating/subordinating conjunctions, transitions)
3. **VOCABULARY IN WRITING** – To provide students with numerous sentence examples and to help them attain advanced-low level high-frequency vocabulary words
4. **WRITING DEVELOPMENT**–To help students construct sentences with correct grammar, vocabulary, and punctuation and introduce them to simple paragraphs

Student Learning Outcomes

After successful completion of this course, students will be able to:

1. **WRITING RULES** - Identify advanced – low level capitalization and punctuation rules in sentences.
2. **GRAMMAR IN WRITING** - Recognize connecting words and their function in sentences.
3. **VOCABULARY IN WRITING** - Define advanced-low level high-frequency vocabulary words.
4. **WRITING DEVELOPMENT** - Construct sentences with advanced-low level grammar, vocabulary, and punctuation and compose simple paragraphs about personal topics.

ESL 132 Reading III

The goal of this course is for students to develop intermediate – high level reading skills through analysis of assigned texts. Prerequisite: ESL Placement Test or ESL 88 with a grade of "C-" or higher, or instructor permission.

Objectives

1. **READING COMPREHENSION** – To refine students' reading comprehension skills and strategies at an intermediate-high level and have them recognize and start to evaluate structure, main ideas, supporting details, topics, and titles and skim, scan, and order events in intermediate-high level texts
2. **CRITICAL THINKING** – To help students demonstrate their critical thinking skills and to help students sharpen their skills to synthesize and discuss ideas from a reading, predict content, draw conclusions, and distinguish between facts and beliefs in intermediate-high level texts
3. **VOCABULARY** – To enhance students' vocabulary at an intermediate-high level by obtaining or guessing meaning from context, focusing on high frequency words for this level, and identifying synonyms and parts of speech from word endings or word families from intermediate-high level texts
4. **WRITING** – To hone students' language skills through paraphrasing and summarizing of long stories without plagiarizing, producing grammatically correct sentences or questions, and applying academic vocabulary in a personal context.

Student Learning Outcomes

After successful completion of this course, students will be able to:

1. **READING COMPREHENSION** – Apply reading strategies (i.e. skimming, scanning, finding main ideas, drawing conclusions, paraphrasing, summarizing and using context clues) at an intermediate – high level.
2. **CRITICAL THINKING** – Identify the setting, main ideas, details, themes, and facts and opinions from stories in intermediate – mid level ESL textbooks and discuss the relationships between the text and real-life experiences as it relates to the student and others.
3. **VOCABULARY** – Infer context based on lexical items and prior knowledge and construct sentences and questions using the vocabulary words in an academic context.
4. **WRITING** – Compose summaries of intermediate – high level ESL texts with accurately paraphrased main ideas and major details and without plagiarizing.

ESL 133 Speech

This goal of this course is for ESL students to speak effectively and give formal speeches in front of a large group. Prerequisite: ESL Placement Test or ESL 129 with a grade of "C-" or higher, or instructor permission.

Objectives

1. SPEECH WRITING – To help students prepare effective speeches by evaluating websites, collecting information, and citing sources and by analyzing audience, choosing appropriate speech genres and topics, creating outlines, developing content, and incorporating idioms and proverbs
2. SPEECH DELIVERY – To help students develop confidence when speaking before a large group by developing their use of eye contact, posture, gestures, voice (volume and intonation), selective pauses and timing, and by using audio and visual aids and organized notes to enhance presentations, deliver clear, effective speeches, and keep a large group of listeners interested
3. LISTENING – To give students the tools to become active listeners and engage with or show interest in the speaker
4. GROUP DISCUSSIONS – To give students the tools to become participants and leaders in group discussions by understanding their own interpersonal and intrapersonal communication skills, listening critically and objectively to their peers, and orally presenting information, ideas, and opinions in a coherent and organized way in front of small groups

Student Learning Outcomes

After successful completion of this course, students will be able to:

1. SPEECH WRITING – Organize and create effective speeches under time constraints.
2. SPEECH DELIVERY – Incorporate speech delivery techniques in planned and impromptu speeches.
3. LISTENING – Employ active listening skills, summarize speech content, and differentiate between effective and ineffective oral speeches.
4. GROUP DISCUSSIONS – Apply interpersonal and intrapersonal communication skills to collaborate with peers in small groups as leaders and participants.

ESL 135 Reading IV

The goal of this course is for students to develop advanced – low level reading skills through analysis of assigned texts. Prerequisite: ESL Placement Test or ESL 132 with a grade of "C-" or higher, or instructor permission.

Objectives

1. **READING COMPREHENSION** – To continue to refine students' reading comprehension skills and strategies at an advanced-low level and have them recognize and continue to evaluate structure, main ideas, supporting details, topics, and titles and skim, scan, and order events in advanced-low level texts
2. **CRITICAL THINKING** – To continue to help students demonstrate their critical thinking skills and to help students sharpen their skills to synthesize and discuss ideas from a reading, predict content, draw conclusions, and distinguish between facts and beliefs in advanced-low level texts
3. **VOCABULARY** – To continue to enhance students' vocabulary at an advanced-low level by obtaining or guessing meaning from more complex context, focusing on high frequency words for this level, and identifying synonyms and parts of speech from word endings or word families from advanced-low level texts
4. **WRITING** – To continue to hone students' language skills through paraphrasing and summarizing of very long stories without plagiarizing, producing grammatically correct sentences or questions, and applying academic vocabulary in a personal context.

Student Learning Outcomes

After successful completion of this course, students will be able to:

1. **READING COMPREHENSION** – Apply reading strategies (i.e. skimming, scanning, finding main ideas, drawing conclusions, paraphrasing, summarizing and using context clues) at an advanced – low level.
2. **CRITICAL THINKING** – Identify the setting, main ideas, details, themes, and facts and opinions from stories in advanced – low level ESL textbooks and compare and contrast the relationships between the text and real-life experiences as it relates to the student and others.
3. **VOCABULARY** – Analyze and discuss lexical items in the context of the story and construct sentences and questions using the vocabulary words in an academic context.
4. **WRITING** – Compose summaries of advanced – low level ESL texts with accurately paraphrased main ideas and major details and without plagiarizing.

ESL 138 Writing II

The goal of this course is for ESL student to write complex paragraphs. Prerequisite: ESL Placement Test or ESL 129 with a grade of "C-" or higher, or instructor permission.

Objectives

1. **WRITING RULES**– To introduce students to advanced – mid level writing rules (i.e. capitalization, more commas, semicolons), develop their paraphrasing techniques and introduce them to basic reference rules
2. **GRAMMAR IN WRITING** - To help students add sentence variety to paragraphs with prepositions of time, clauses, connecting words associated with specific writing genres (i.e. Coordinating/subordinating conjunctions, transitions), and modals
3. **VOCABULARY IN WRITING** - To provide students with numerous paragraph samples for each paragraph genre (i.e. narrative, classification, comparison/contrast, cause/effect, argumentative) to identify different types of writing and to attain advanced-mid level high-frequency vocabulary words and incorporate them in their paragraphs
4. **WRITING DEVELOPMENT**–To help students understand paragraph structure (i.e. topic sentence, body, concluding sentence), redundancy, unity and cohesion and all the steps in the writing process and build on their current knowledge of sentence writing to construct paragraphs under various time constraints and without plagiarizing

Student Learning Outcomes

After successful completion of this course, students will be able to:

1. **WRITING RULES**– Identify advanced – mid level capitalization and punctuation rules in sentences, identify paragraphs with accurate paraphrases and summaries, and explain basic reference rules.
2. **GRAMMAR IN WRITING** - Recognize prepositions, connecting words for paragraph genres, and modals and describe their function in sentences and paragraphs.
3. **VOCABULARY IN WRITING** - Define advanced-mid level high-frequency vocabulary words.
4. **WRITING DEVELOPMENT** - Construct sentences with advanced-mid level grammar, vocabulary, and punctuation and compose complex paragraphs about academic topics.

ESL 139 Writing III

The goal of this course is for ESL students to write 5-paragraph essays. Prerequisite: ESL Placement Test or ESL 138 with a grade of "C-" or higher, or instructor permission.

Objectives

1. **WRITING RULES**– To introduce students to advanced – high level writing rules (i.e. capitalization, quotation marks, parentheses) and develop their summarizing techniques and reference and bibliography writing skills
2. **GRAMMAR IN WRITING** - To help students add sentence variety to paragraphs and between paragraphs within essays with prepositions of time, clauses, connecting words associated with specific essay genres (i.e. Coordinating/subordinating conjunctions, transitions), and modals to control tone
3. **VOCABULARY IN WRITING** - To provide students with numerous essays samples for each essay genre (i.e. narrative, classification, comparison/contrast, cause/effect, argumentative) to identify different types of writing and to attain advanced-high level high-frequency vocabulary words and incorporate them in their essays
4. **WRITING DEVELOPMENT**–To help students understand essay structure (i.e. introduction with thesis, body, conclusion), redundancy, unity and cohesion and all the steps in the writing process and build on their current knowledge of sentence and paragraph writing to construct 5-paragraph essays under various time constraints and without plagiarizing

Student Learning Outcomes

After successful completion of this course, students will be able to:

1. **WRITING RULES**– Identify advanced – high level capitalization and punctuation rules in sentences, identify paragraphs with accurate summaries, and explain reference and bibliography rules.
2. **GRAMMAR IN WRITING** - Recognize prepositions, clauses, connecting words for essay genres, and modals to control tone and describe their function in paragraphs and essays.
3. **VOCABULARY IN WRITING** - Define advanced-high level high-frequency vocabulary words.
4. **WRITING DEVELOPMENT** - Construct sentences with advanced-high level grammar, vocabulary, and punctuation and compose complex paragraphs for 5-paragraph essays about academic topics.

ESL 140 Advanced English Editing

The goal of this course is for advanced ESL speakers to edit their own grammar mistakes in writing.
Prerequisite: ESL Placement Test or ESL 139 with a grade of "C-" or higher, or instructor permission.

Objectives

1. GLOBAL ERRORS – To help students recognize broader, global writing errors in verb tenses, verb forms, conditional sentences, passive voice, clauses, sentence structure, word order, and connecting words
2. LOCAL ERRORS – To help students focus on smaller, localized errors in subject-verb agreement, articles, singular/plural nouns, word choice, word forms, and prepositions
3. VOCABULARY – To have students recognize spelling, meaning, and usage differences of homophones
4. WRITING – To get students to write sentences and paragraphs without making global or local errors or using an incorrect homophone and to self-correct when they do

Student Learning Outcomes

After successful completion of this course, students will be able to:

1. GLOBAL ERRORS – Identify global writing errors in verb tenses, verb forms, conditional sentences, passive voice, clauses, sentence structure, word order, and connecting words.
2. LOCAL ERRORS – Identify local errors in subject-verb agreement, articles, singular/plural nouns, word choice, word forms, and prepositions.
3. VOCABULARY – Recognize spelling, meaning, and usage differences of homophones.
4. WRITING – Construct sentences and paragraphs without global or local errors or errors in commonly misspelled words.

ESL 198 TEAS Prep Course for Medical Students

The goal of this course is for advanced English and/or ESL speakers to acquire test-taking strategies and skills/content in the reading and English/language sections of the Test for Essential Academic Skills (TEAS).

Objectives

1. TEST-TAKING STRATEGIES – To help students understand strategies for taking standardized exams (i.e. setting up a study schedule, managing time, evaluating strengths/weaknesses)
2. READING– To inform students of common items found in reading passages such as shapes, scales, charts, graphs, maps, diagrams, and advertisements and help them to understand topics, themes, genres, main ideas, supporting details, purpose, logical predictions, inferences, conclusions, opinions, summaries, bias, guide words, and word groups in superior-level reading passages
3. VOCABULARY – To have students analyze commonly misspelled words and homophones by native English speakers and learn to predict word meanings using prefixes, suffixes, and context clues
4. GRAMMAR – To get students to identify subject/verb agreement, pronouns, capitalization, punctuation, rephrasing, sentence types, parts of speech, clause markers, and person in superior-level texts

Student Learning Outcomes

After successful completion of this course, students will be able to:

1. TEST-TAKING STRATEGIES – Employ strategies for taking standardized exams (i.e. setting up a study schedule, managing time, evaluating strengths/weaknesses).
2. READING– Interpret common items found in reading passages such as shapes, scales, charts, graphs, maps, diagrams, and advertisements and recognize topics, themes, genres, main ideas, supporting details, purpose, logical predictions, inferences, conclusions, opinions, summaries, bias, guide words, and word groups in superior-level reading passages.
3. VOCABULARY – Identify and define words and homophones commonly misspelled by native English speakers and predict word meanings using prefixes, suffixes, and context clues.
4. GRAMMAR – Identify subject/verb agreement, pronouns, capitalization, punctuation, rephrasing, sentence types, parts of speech, clause markers, and person in superior-level texts.

Assessment of SLOs

Assessment of ESL 70 SLOs

1. Quizzes, tests, assignments
2. Quizzes, tests, assignments
3. Quizzes, tests, assignments
4. Observation, tests, projects, presentations
5. Quizzes, tests, assignments

Assessment of ESL 72 SLOs

1. Quizzes, tests, assignments
2. Quizzes, tests, assignments
3. Quizzes, tests, assignments
4. Observation, tests, projects, presentations
5. Quizzes, tests, assignments

Assessment of ESL 76 SLOs

1. Quizzes, tests, assignments
2. Quizzes, tests, assignments
3. Quizzes, tests, assignments
4. Observation, tests, projects, presentations
5. Quizzes, tests, assignments

Assessment of ESL 78 SLOs

1. Quizzes, tests, assignments
2. Quizzes, tests, assignments
3. Quizzes, tests, assignments
4. Observation, tests, projects, presentations
5. Quizzes, tests, assignments

Assessment of ESL 80 SLOs

1. Quizzes, tests, assignments, observations
2. Quizzes, tests, assignments, observations
3. Observations, quizzes, tests, assignments, projects, presentations
4. Observation, quizzes, tests, assignments, projects, presentations

Assessment of ESL 82 SLOs

1. Quizzes, tests, assignments, observations

2. Quizzes, tests, assignments, observations
3. Quizzes, tests, assignments
4. Quizzes, tests, assignments

Assessment of ESL 84 SLOs

1. Quizzes, tests, assignments
2. Quizzes, tests, assignments

Assessment of ESL 88 SLOs

1. Quizzes, tests, assignments, observations
2. Quizzes, tests, assignments, observations
3. Quizzes, tests, assignments
4. Quizzes, tests, assignments

Assessment of ESL 90 SLOs

1. Quizzes, tests, assignments
2. Quizzes, tests, assignments

Assessment of ESL 127 SLOs

1. Quizzes, tests, assignments
2. Observation, assignments, projects, presentations
3. Quizzes, tests, assignments

Assessment of ESL 129 SLOs

1. Quizzes, tests, assignments
2. Quizzes, tests, assignments
3. Quizzes, tests, assignments
4. Quizzes, tests, assignments

Assessment of ESL 132 SLOs

1. Quizzes, tests, assignments, observations
2. Quizzes, tests, assignments, observations
3. Quizzes, tests, assignments
4. Quizzes, tests, assignments

Assessment of ESL 133 SLOs

1. Assignments
2. Observations, presentations, projects
3. Observations, quizzes, tests, assignments
4. Observations, presentations, projects, assignments

Assessment of ESL 86 SLOs

1. Observation
2. Quizzes, tests, assignments
3. Observation, assignments
4. Observation, quizzes, tests

Assessment of ESL 135 SLOs

1. Quizzes, tests, assignments, observations
2. Quizzes, tests, assignments, observations
3. Quizzes, tests, assignments
4. Quizzes, tests, assignments

Assessment of ESL 92 SLOs

5. Observation
6. Quizzes, tests, assignments
7. Observation, assignments
8. Observation, quizzes, tests

Assessment of ESL 138 SLOs

1. Quizzes, tests, assignments
2. Quizzes, tests, assignments
3. Quizzes, tests, assignments
4. Quizzes, tests, assignments

Assessment of ESL 139 SLOs

1. Quizzes, tests, assignments
2. Quizzes, tests, assignments
3. Quizzes, tests, assignments
4. Quizzes, tests, assignments

Assessment of ESL 140 SLOs

1. Assignments, quizzes, tests
2. Assignments, quizzes, tests
3. Assignments, quizzes, tests
4. Assignments, projects, quizzes, tests

Assessment of ESL 198 TEAS SLOs

1. Observation, assignments
2. Quizzes, tests, assignments
3. Quizzes, tests, assignments

4. Quizzes, tests, assignments