

CURRICULUM/GEN ED COMMITTEE  
a standing committee of the Educational Advisory Council

AGENDA  
for  
May 24, 2006  
3:00 pm  
Sylvania CC President's Conference Room B

***ESL- Non-credit***

ESL 40N- Level 4 Reading  
New Course  
See CCOG for the ESOL 40 course already recommended on May 3, 2006

ESL 42N- Level 4 Reading  
New Course  
See CCOG for the ESOL 42

ESL 44N- Level 4 Reading  
New Course  
See CCOG for the ESOL 44

ESL 150N- Level 5 Reading  
New Course  
See CCOG for ENL 150

ESL 152N- Level 5 Reading  
New Course  
See CCOG for ENL 152

ESL 154N- Level 5 Reading  
New Course  
See CCOG for ENL 154

Curriculum Request Form  
New Non-Credit Course

Course number:	ESL 40N
Course title:	Level 4 Reading
Transcript title:	Level 4 Reading
Lecture hours:	4
Weekly contact hours:	4
Total credits:	0
Reason for new course:	Non-credit option for the course. CCOGs are identical to ESOL 40.
Course description:	The fourth level of ESOL and the first of a five-course sequence that focuses on reading: content comprehension, textual analysis, critical thinking skills, study skills, and language analysis. Using the dictionary, finding main ideas, summarizing, inferencing, using context clues, reviewing prereading techniques, study of word forms, common affixes, synonyms and antonyms. Readings from textbooks and literature taught in the context of adult life roles. Prerequisite: ESOL placement test or instructor permission; concurrent placement in ESOL Level 4 Writing and Communication or higher.
Prerequisite(s):	ESOL placement test or instructor permission
Prereq/concurrent:	Placement in ESOL Level 4 Writing and Communication or higher
Corequisite(s):	None
Learning outcomes:	Student is able to read modified and some authentic materials appropriate for adult roles as family member, community member, worker, lifelong learner and citizen. Student can write clear, well-developed summaries and responses, and speak comprehensibly about the materials.
Course format:	On Campus
Are there similar courses existing:	NO

Required or elective: Required

Is there impact on  
degrees or certificates: NO

Is there an impact on  
another dept or  
campus?: NO

Have other sacs been  
contacted?: NO

Is there an increase in  
costs for library or av  
dept?: NO

Implementation term: Fall  
Implementation year: 2006

Contact name: Dominique Millard  
Contact e-mail: dmillard@pcc.edu

# Course Content and Outcome Guide

Date: April 17<sup>th</sup>, 2006

**Course Number: ESOL 40**

**Course Title: Level 4 Reading**

Optional Credit Hours: 4

Lecture Hours per Week: 4

Lecture/Lab Hours per Week: 0

Lab Hours per Week (excludes coop, practicum, or clinical): 0

Number of weeks: 11/12

Special Fees: None

## **Course Description for Publication:**

The fourth level of ESOL and the first of a five-course sequence that focuses on reading: content comprehension, textual analysis, critical thinking skills, study skills, and language analysis. Using the dictionary, finding main ideas, summarizing, inferencing, using context clues, reviewing prereading techniques, study of word forms, common affixes, synonyms and antonyms. Readings from textbooks and literature taught in the context of adult life roles. Prerequisite: ESOL placement test or instructor permission; concurrent placement in ESOL Level 4 Writing and Communication or higher.

## **Intended Outcome(s) for the Course:**

Read modified and some authentic materials appropriate for adults. Demonstrate understanding by writing clear, well-developed summaries and responses, and by speaking comprehensibly about the materials.

## **Outcome Assessment Strategies:**

Quizzes, tests, and written responses. Assessment will include previously unseen readings.

## **Course Content – Themes, Concepts, Issues**

- A. Content Comprehension
- B. Textual Analysis
- C. Critical Thinking Skills
- D. Study Skills
- E. Language Analysis

## **Competencies and Skills**

### **A. Content Comprehension**

1. Identify topics, main ideas, and supporting details.
2. Understand the difference between narration and other organization types, such as compare/contrast.

### **B. Textual Analysis**

1. Identify paragraph and essay organizational structures in unabridged and modified literature, and newspaper and magazine articles.
2. Interpret basic maps, tables, graphs, and figures and their relationship to the main ideas in texts.

### **C. Critical Thinking Skills**

1. Make logical inferences, predictions, and connections.
2. Relate readings to personal needs and experiences.
3. Avoid plagiarism.

### **D. Study Skills**

1. Read, understand, and follow directions.
2. Use previewing techniques including tables of content, indexes, and glossaries.
3. Use skimming and scanning to find specific information.
4. Make effective marginal notes and other markers to assist comprehension.
5. Develop questions based on readings.
6. Work in groups to define, analyze, and solve problems.
7. Begin to use a monolingual, adult ESL dictionary of American English and other references.
8. Use the Internet to gather information.
9. Read for comprehension under time constraints.

### **E. Language Analysis**

1. Identify the structures found in authentic and modified adult readings and understand their functions there. Structures include subjects and verbs, passive voice, clauses, phrases, pronoun references, and connectors (including coordinators, subordinators, and transitions).
2. Identify, understand, and apply knowledge of vocabulary items and their word families, word forms, and common prefixes and suffixes in new contexts. Use context clues with new vocabulary.

Curriculum Request Form  
New Non-Credit Course

Course number: ESL 42N

Course title: Level 4 Writing

Transcript title: Level 4 Writing

Lecture hours: 4

Weekly contact hours: 4

Total credits: 0

Reason for new course: Non-credit option for the course. CCOG is identical to ESOL 42.

Course description: The fourth level of ESOL and the first of a five-course sequence that focuses on writing. Introduction to the writing process. Descriptive and narrative paragraphs, authentic forms, and formal letters. Review of basic grammar. Introduction to present perfect and past continuous. Writing and grammar taught in the context of communicating in adult life roles. Prerequisite: ESOL placement test or instructor permission; concurrent placement in ESOL Level 4 Reading and Communication or higher.

Prerequisite(s): ESOL placement test or instructor permission

Prereq/concurrent: Placement into Level 4 Reading and Communication or higher

Corequisite(s): None

Learning outcomes: Student is able to use written English to communicate as related to roles as family member, community member, worker, lifelong learner and citizen. Student can write a clear, well-developed paragraph with a topic sentence and supporting statements; fill out an authentic form; and write a formal letter.

Course format: On Campus

Are there similar courses existing: NO

Required or elective: Required

Is there impact on degrees or certificates: NO

Is there an impact on another dept or campus?: NO

Description of impact  
on dept/campus:

Have other sacs been NO  
contacted?:

Is there an increase in NO  
costs for library or av  
dept?:

Implementation term: Fall  
Implementation year: 2006

Contact name: Dominique Millard  
Contact e-mail: dmillard@pcc.edu

# Course Content and Outcome Guide

Date: April 13<sup>th</sup>, 2006

**Course Number: ESOL 42**

**Course Title: Level 4 Writing**

Optional Credit Hours: 4

Lecture Hours per Week: 4

Lecture/Lab Hours per Week: 0

Lab Hours per Week: 0

Number of weeks: 11/12

Special Fees: None

## **Course Description for Publication:**

The fourth level of ESOL and the first of a five-course sequence that focuses on writing. Introduction to the writing process. Descriptive and narrative paragraphs, authentic forms, and formal letters. Review of basic grammar. Introduction to present perfect, present perfect continuous, and past continuous. Writing and grammar taught in the context of communicating in adult life roles. Prerequisite: ESOL placement test or instructor permission; concurrent placement in ESOL Level 4 Reading and Communication or higher.

## **Intended Outcomes for the Course:**

Upon completing Level 4 Writing students will be able to use the English language to communicate as related to roles as family member, community member, worker, lifelong learner and citizen. They will be able to do the following:

- Write a clear, well-developed paragraph with a topic sentence and supporting statements.
- Demonstrate the ability to fill out an authentic form.
- Write a formal letter.

## **Outcome Assessment Strategies:**

Performance tasks at this level include:

Write a minimum of the following (with at least one written in class):

- One narrative paragraph (two drafts)
- One descriptive paragraph (two drafts)
- One formal letter (two drafts)

*(See addendum: Explanation of Satisfactory Compositions)*

## **Course Content**

### **A. Grammar Review and Instruction**

Phrase and Clauses  
Verbs and Related Structures  
Other Parts of Speech  
Mechanics

### **B. Writing Process**

### **C. Rhetorical Styles**

### **D. Critical Thinking Skills**

## **Competencies and Skills**

### **A. Grammar**

#### **1. Phrases and Clauses**

- a. recognize and use basic sentence patterns competently
- b. use simple and compound sentences; recognize and begin to use complex sentences competently

#### **2. Verbs and Related Structures**

- a. use simple present, simple past, past with “used to,” future with “going to,” future with “will,” present continuous, past continuous
- b. use irregular past tense verbs competently
- c. use yes/no and “wh-“ questions
- d. use modals (possibility, necessity, advice) in the future and present competently
- e. use there is/there are competently
- f. recognize and begin to use two-word verbs
- g. recognize and begin to use present perfect, present perfect continuous

#### **3. Other Parts of Speech**

- a. use subject and object pronouns; adverbs of place, time, frequency and intensity; coordinating conjunctions; count and non-count nouns; comparative and superlative adjectives; adjectives of quantity; and articles with common nouns competently
- b. recognize and begin to use possessive and indefinite pronouns

#### **4. Mechanics**

- a. identify and use capitalization, margins, and paragraph indentations
- b. recognize and use spelling rules and common spelling patterns
- c. use basic punctuation (periods, commas, question marks, quotation marks)

## **B. The Writing Process**

1. use prewriting skills, including brainstorming, group discussion of topics, narrowing a topic, and outlining
2. revise and edit a draft, understanding error correction symbols and using self- and peer-editing strategies
3. organize a paragraph correctly, using a topic sentence, supporting details and examples, coherence and unity
4. use correct format for a letter and a paragraph

## **C. Rhetorical Styles**

competently use the following rhetorical styles in paragraphs: narration and description

## **D. Critical Thinking Skills**

1. use supplemental readings, including authentic materials, to obtain ideas and vocabulary for writing assignments
2. avoid plagiarism
3. distinguish between narration and description
4. develop an awareness of audience and purpose
5. distinguish between relevant and irrelevant information

Curriculum Request Form  
New Non-Credit Course

Course number:	ESL 44N
Course title:	Level 4 Communication
Transcript title:	Level 4 Communication
Lecture hours:	4
Weekly contact hours:	4
Total credits:	0
Reason for new course:	non-credit option for the course. CCOG is identical to ESOL 44 (see May agenda)
Course description:	The fourth level of ESOL and the first of a five-course sequence that focuses on communication. Identification and production of English stress and intonation; certain vowels and consonants; reductions. Listening comprehension for main idea and important details, grammatical structures, questions, and key vocabulary words. Discussion skills. Speaking using important language functions including asking for clarification, agreeing and disagreeing, and negotiating meaning. Short, prepared presentation. Communication taught in the context of adult life roles. Prerequisite: ESOL placement test or instructor permission; concurrent placement in ESOL Level 4 Reading and Writing or higher.
Prerequisite(s):	ESOL placement test or instructor permission
Prereq/concurrent:	Placement into Level 4 Reading and Writing or higher
Corequisite(s):	None
Learning outcomes:	Student is able to use the English language to communicate as related to roles as family member, community member, worker, lifelong learner and citizen. Student can comprehend and communicate in a variety of settings and can be understood, with some repetition, by native speakers.
Course format:	On Campus
Are there similar courses existing:	NO

Required or elective: Required

Is there impact on  
degrees or certificates: NO

Is there an impact on  
another dept or  
campus?: NO

Have other sacs been  
contacted?: NO

Is there an increase in  
costs for library or av  
dept?: NO

Implementation term: Fall  
Implementation year: 2006

Contact name: Dominique Millard  
Contact e-mail: dmillard@pcc.edu

## **Course Content and Outcome Guide**

Date: 4/17/06

**Course Number: ESOL 44**

**Course Title: Level 4 Communication**

Optional Credit Hours: 4

Lecture Hours per week: 4

Number of weeks: 11/12 weeks

Special Fee: None

### **Course Description for Publication:**

The fourth level of ESOL and the first of a five-course sequence that focuses on communication. Identification and production of English stress and intonation; certain vowels and consonants; reductions. Listening comprehension for main idea and important details, grammatical structures, questions, and key vocabulary words. Discussion skills. Speaking using important language functions including asking for clarification, agreeing, and negotiating meaning. Short, prepared presentation. Communication taught in the context of adult life roles. Prerequisite: ESOL placement test or instructor permission; concurrent placement in ESOL Level 4 Reading and Writing or higher.

### **Intended Outcome(s) for the Course:**

Student is able to comprehend and communicate in a variety of settings and can be understood with some repetition by native speakers.

### **Outcome Assessment Strategies:**

1. Present a minimum of one satisfactory prepared informative, public speech on a level-appropriate topic
2. Use a topic outline to deliver a presentation.
3. Demonstrate comprehension by listening for specific information, taking notes, and asking and answering questions
4. Complete written assignments to show understanding of communication skills & concepts
5. Conduct brief oral interviews and surveys to gather information and summarize results in class
6. Perform skits utilizing language functions, pronunciation skills, and new vocabulary

### **Course Content - Themes, Concepts, Issues**

- A. Stress, Intonation, Reductions, Consonants, Vowels,
- B. Grammar and Vocabulary
- C. Critical Thinking Skills
- D. Group presentations, Conversation, and Discussion
- E. Listening Comprehension
- F. Verbal and Non-Verbal Communication

### **Competencies and Skills**

- A. Stress, Intonation, Reductions, Consonants, and Vowels

1. pronounce word endings
2. recognize common sound substitutions
3. recognize common reductions
4. understand and use stress patterns in relation to the meaning
5. understand and use intonation patterns
6. identify syllables

## B. Grammar and Vocabulary

1. choose appropriate words and word forms
2. understand common idioms and two-word verbs
3. recognize and use correct word order most of the time
4. recognize and use verbs and modals in the past, present, and future
5. use question, negative forms, and tag questions correctly
6. listen for grammatical structures and key vocabulary

## C. Critical Thinking Skills

1. use supplemental or textbook readings, or internet to obtain ideas and vocabulary for speaking assignments
2. utilize information learned in class for interviews and surveys of others outside of class
3. avoid plagiarism
4. distinguish between formal and informal speech

## D. Public Speaking

1. give one or more informative prepared speech on level-appropriate topics.

Includes:

1. two-three minute time limit
2. gathering information
3. one topical speech outline
  - a) preparation outline: topical outline with introduction, main points of speech, and a conclusion. This outline must be turned in to the instructor and copied for the class and may not be used during the actual speech presentation.
  - b) presentation cards with topical key words may be used in the extemporaneous group presentation. These are also turned in to the instructor after the presentation.
    - appropriate delivery: delivery includes nonverbal skills, voice projection, direct eye contact, facial expressions, posture and stance appropriate to a presentation with focus on the audience, not the visual aids
    - answer questions from the audience at the conclusion of the presentation

## E. Listening Comprehension and Note-taking

1. understand and record main ideas of oral presentations and conversations
2. understand English stress, intonation, and reduction patterns

## F. Verbal and Non-Verbal Communication

1. begin to initiate questions
2. begin to develop strategies to achieve intelligibility
3. answer questions raised by the audience
4. negotiate meaning

Curriculum Request Form  
New Non-Credit Course

Course number:	ENL 150N
Course title:	Level 5 Reading
Transcript title:	Level 5 Reading
Lecture hours:	4
Weekly contact hours:	4
Total credits:	0
Reason for new course:	Non-credit option for the course. CCOG is identical to ENL 150 (see May agenda).
Course description:	The fifth level of ESOL and the second of a five-course sequence that focuses on reading: content comprehension, textual analysis, critical thinking skills, study skills, and language analysis. Using the dictionary, finding main ideas, summarizing, inferencing, using context clues, reviewing prereading techniques, study of word forms, common affixes, synonyms and antonyms. Readings from textbooks and literature taught in the context of academic and adult life roles. Prerequisite: ESOL placement test or instructor permission; concurrent placement in ESOL Level 4 Writing and Communication or higher.
Prerequisite(s):	ESOL placement test or instructor permission
Prereq/concurrent:	Placement in Level 4 Writing and Communication or higher
Corequisite(s):	None
Learning outcomes:	Student is able to read authentic and some modified materials appropriate for adult roles as family member, community member, worker, lifelong learner and citizen. Student can write clear, well-developed summaries, analyses, responses and presentations, and speak comprehensibly about the materials.
Course format:	On Campus
Are there similar courses existing:	NO
Required or elective:	Required

Is there impact on degrees or certificates: NO

Is there an impact on another dept or campus?: NO

Have other sacs been contacted?: NO

Is there an increase in costs for library or av dept?: NO

Implementation term: Fall  
Implementation year: 2006

Contact name: Dominique Millard  
Contact e-mail: dmillard@pcc.edu

# Course Content and Outcome Guide

Date: April 13<sup>th</sup>, 2006

**Course Number: ENL 150**

**Course Title: Level 5 Reading**

Optional Credit Hours: 4

Lecture Hours per Week: 4

Lecture/Lab Hours per Week: 0

Lab Hours per Week (excludes coop, practicum, or clinical): 0

Number of weeks: 11/12

Special Fees: None

## **Course Description for Publication:**

The fifth level of ESOL and the second of a five-course sequence that focuses on reading. Content comprehension, textual analysis, critical thinking skills, study skills, and language analysis. Using the dictionary, finding main ideas, summarizing, inferencing, using context clues, reviewing prereading techniques. Study of word forms, common affixes, synonyms, and antonyms. Readings from textbooks and literature taught in the context of communicating in academic and adult life roles. Prerequisite: ESOL placement test or instructor permission; concurrent placement in ESOL Level 4 Writing and Communication or higher.

## **Intended Outcome(s) for the Course:**

Read authentic and some modified materials appropriate for adults. Demonstrate understanding by writing clear, well-developed summaries, analyses, responses and presentations, and by speaking comprehensibly about the materials.

## **Outcome Assessment Strategies:**

Quizzes, tests, essays and presentations. Assessment will include previously unseen readings.

## **Course Content – Themes, Concepts, Issues**

- A. Content Comprehension
- B. Textual Analysis
- C. Critical Thinking Skills
- D. Study Skills
- E. Language Analysis

## **Competencies and Skills**

### **A. Content Comprehension**

1. Identify topics, main ideas and supporting details.
2. Identify rhetorical styles including narration, description and expository styles, such as cause and effect.
3. Correlate information from multiple sources for oral or written response.

### **B. Textual Analysis**

1. Identify paragraph and essay organizational structures in unabridged and modified literature, academic texts, essays, and newspaper and magazine articles.
2. Identify rhetorical features, such as plot, setting, character, theme, point of view, and narrative and descriptive techniques.
3. Interpret basic maps, tables, graphs, and figures and their relationship to ideas in the texts.

### **C. Critical Thinking Skills**

1. Make logical inferences, predictions, and connections.
2. Relate readings to personal needs and experiences.
3. Avoid plagiarism.

### **D. Study Skills**

1. Read, understand, and follow directions.
2. Use previewing techniques including tables of content, indexes, and glossaries.
3. Use note-taking techniques including outlining.
4. Use skimming and scanning to find specific information.
5. Develop questions based on readings.
6. Work in groups to define, analyze, and solve problems.
7. Use a monolingual, adult ESL dictionary of American English and other references.
8. Use the Internet to conduct research.
9. Read for comprehension under time constraints.
10. Participate in a library orientation.

### **E. Language Analysis**

1. Identify the structures found in authentic and modified adult readings and understand their functions there. Structures include subjects and verbs, clauses, phrases, connectors and pronoun references.
2. Identify, understand, and apply knowledge of vocabulary items and their word families, word forms, and common prefixes and suffixes in new contexts. Use context clues with new vocabulary.

**Addendum:  
Explanation of Satisfactory Compositions**

**A satisfactory paragraph includes the following:**

- 1..selection of a topic worthy of adult communication
2. originality with awareness of audience
3. adequate paragraph development
4. appropriate topic sentence
5. 70% grammatical accuracy in these areas: verb tense, verb form agreement, word form, word choice, and word order; grammatical errors in other areas should not interfere with intelligibility
6. level- and audience-appropriate vocabulary
7. level-appropriate transitions
8. sentence variety

**A satisfactory in-class composition:**

1. is one page, handwritten double-spaced
2. includes development that is at least 70% as thorough as satisfactory out-of-class paragraph

**A satisfactory out-of-class composition** is the equivalent of half a typed double-spaced page.

Curriculum Request Form  
New Non-Credit Form

Course number:	ENL 152N
Course title:	Level 5 Writing
Transcript title:	Level 5 Writing
Lecture hours:	4
Weekly contact hours:	4
Total credits:	0
Reason for new course:	Non-credit option for the course. CCOG is identical to ENL 152 (see May agenda).
Course description:	The fifth level of ESOL and the second of a five-course sequence that focuses on writing. Review of the writing process and introduction to the essay. Descriptive, narrative, process and comparative/contrast. Review of basic grammar. Introduction to present perfect continuous, gerunds and infinitives, and adverbial clauses. Writing and grammar taught in the context of communicating in academic and adult life roles. Prerequisites: ESOL placement test or instructor permission; concurrent placement in ESOL Level 4 Reading and Communication or higher.
Prerequisite(s):	ESOL placement test or instructor permission
Prereq/concurrent:	Placement in Level 4 Reading and Communication or higher
Corequisite(s):	None
Learning outcomes:	Student is able to use written English to communicate as related to roles as family member, community member, workers, life long learner, college student, and citizen. Student can write a clear, well-developed three-paragraph essay with a separate introductory paragraph with thesis statement, body paragraph and concluding paragraph.
Course format:	On Campus
Are there similar courses existing:	NO

Required or elective:	Required
Is there impact on degrees or certificates:	NO
Is there an impact on another dept or campus?:	NO
Have other sacs been contacted?:	NO
Is there an increase in costs for library or av dept?:	NO
Implementation term:	Fall
Implementation year:	2006
Contact name:	Dominique Millard
Contact e-mail:	dmillard@pcc.edu

## **ESOL 5 Writing**

### **Course Content and Outcome Guide**

Date: April 14, 2005

**Course Number: ENL 152**

**Course Title: Level 5 Writing**

Optional Credit Hours: 4

Lecture Hours per Week: 4

Lecture/Lab Hours per Week: 0

Lab Hours per Week (excludes co-op, practicum or clinical): 0

Number of Weeks: 11/12

Special Fees: None

#### **Course Description for Publication:**

The fifth level of ESOL and the second of a 5-course sequence that focuses on writing. Review of the writing process and introduction to the essay. Descriptive, narrative, process and comparative/contrast. Review of basic grammar. Introduction to present perfect, gerunds and infinitives, and adverbial clauses. Writing and grammar taught in the context of communicating in academic and adult life roles. Prerequisites: ENNL placement test; or instructor permission; concurrent placement in ESOL Level 4 Writing and Communication, or higher.

#### **Intended Outcome(s) for the Course:**

Upon completing Level 5 Writing, students will be able to use the English language to communicate as related to roles as family member, community member, workers, life long learner, college student, and citizen.

Write a clear, well-developed three-paragraph essay with a separate introductory paragraph with thesis statement, body paragraph and concluding paragraph.

#### **Outcome Assessment Strategies:**

Write a minimum of four compositions using the four rhetorical styles, with a minimum of 2 drafts each. These compositions will include:

1. satisfactory in-class and out-of-class paragraphs
2. satisfactory in-class and out-of-class essays

**\*\*explanation of "satisfactory" attached in Addendum at the end.**

## **Course Content – Themes, Concepts and Issues**

### **A. Grammar Review and Instruction**

1. Phrases and Clauses
2. Verbs and Related Structures
3. Other Parts of Speech
4. Mechanics

### **B. Writing Process**

### **C. Rhetorical Styles**

### **D. Critical Thinking Skills**

## **Competencies and Skills**

### **A. Grammar Review and Instruction**

#### **1. Phrases and Clauses**

- a. recognize and use basic sentence patterns
- b. use simple and compound sentences competently; begin to use complex sentences
- c. recognize and begin to use adverb clauses recognize and begin to
- d. prepositional and transitional phrases
- e. recognize comma splices, run-ons, and fragments

#### **2. Verbs and Related Structures**

- a. use simple present, simple past, simple future, present continuous, and past continuous, including yes/no and wh- questions
- b. use irregular past tense verbs competently
- c. use modals in the present and future competently
- d. use two-word verbs and phrases
- e. use present perfect, present perfect continuous; transitive, intransitive and linking verbs
- f. use gerunds and infinitives

#### **3. Other Parts of Speech**

- a. use adverbs of place, time, frequency, and intensity, coordinating conjunctions, count and non-count nouns, comparative and superlative adjectives, adjectives of quantity, and articles with common nouns competently
- b. recognize and begin to use possessive, indefinite, reflexive pronouns; adjectives of quantity; and adverbs of contrast

#### **4. Mechanics**

- a. use basic punctuation (periods, commas, question marks, and quotation marks)
- b. use capitalization, margins, and paragraph indentation
- c. use spelling rules and common spelling patterns

## B. The Writing Process

1. use prewriting skills, including brainstorming, group discussion of topics, narrowing a topic, and outlining
2. revise and edit multiple drafts, understanding error correction symbols and using self- and peer-editing strategies
3. organize paragraphs correctly, using topic sentences, supporting details and examples, coherence and unity
4. use correct format for papers

## C. Rhetorical Styles

1. competently use the following rhetorical styles in paragraphs: narration in the past, present, or future, description (person or place), process, and comparison /contrast

## D. Critical Thinking Skills

1. use supplemental readings, including authentic materials, to obtain ideas and vocabulary for writing assignments
2. avoid plagiarism
3. distinguish between narration, description, and expository writing
4. identify topics of equal class for comparison or contrast
5. develop and awareness of audience and purpose
6. distinguish between relevant and irrelevant information

Curriculum Request Form  
New Non-Credit Course

Course number:	ENL 154N
Course title:	Level 5 Communication
Transcript title:	Level 5 Communication
Lecture hours:	4
Weekly contact hours:	4
Total credits:	0
Reason for new course:	Non-credit option for the course. CCOG is identical to ENL 154 (see May agenda).
Course description:	The fifth level of ESOL and the second of a five-course sequence that focuses on communication. Identification and production of English consonants and vowels; common sound substitutions; stress and intonation. Listening comprehension and discussion skills. Public speaking, including at least one prepared speech with written outline on an academic topic. Communication taught in the context of communicating in academic and adult life roles. Prerequisite: ESOL placement test or instructor permission; concurrent placement in ESOL Level 4 Reading and Writing or higher.
Prerequisite(s):	ESOL placement test or instructor permission
Prereq/concurrent:	Placement into Level 4 Reading and Writing or higher.
Corequisite(s):	None
Learning outcomes:	Student is able to use the English language to communicate as related to roles as family member, community member, worker, lifelong learner, college student, and citizen. Student can comprehend and communicate in complete sentences in an academic setting and can be understood, with some repetition, by native speakers.
Course format:	On Campus
Are there similar courses existing:	NO

Required or elective: Required

Is there impact on  
degrees or certificates: NO

Is there an impact on  
another dept or  
campus?: NO

Have other sacs been  
contacted?: NO

Is there an increase in  
costs for library or av  
dept?: NO

Implementation term: Fall  
Implementation year: 2006

Contact name: Dominique Millard  
Contact e-mail: dmillard@pcc.edu

# Course Content and Outcome Guide

Date: March 23, 2006

**Course Number: ENL 154**

**Course Title: Level 5 Academic Communication**

Credit Hours: **4**

Lecture Hours per Week: **4**

Lecture/Lab Hours per Week: 0

Lab Hours per Week (excludes coop, practicum, or clinical): 0

Number of Weeks: 11/12

Special Fees: None

## Course Description for Publication:

Identification and production of English consonants and vowels; common sound substitutions; stress and intonation. Listening comprehension and discussion skills. Public speaking, including at least **ONE** prepared speech with written outline on an academic topic. Prerequisite: **ESOL** placement test or instructor permission; concurrent placement in **ESOL Level 4 Reading and Writing** or higher.

## Intended Outcome(s) for the Course:

Student is able to comprehend and communicate in complete sentences in an academic setting and can be understood, with some repetition, by native speakers.

## Outcome Assessment Strategies:

1. Present a minimum of **ONE** satisfactory extemporaneous (prepared) informative public speech on a level-appropriate academic topic
2. Be introduced to the framework (complete-sentence speech outline) for direct speaking (as opposed to indirect speaking) and apply it to written and speaking assignments
3. Develop listening skills by taking notes and asking questions during class discussions, lectures, and student speeches. Such activities should be assessed and feedback shared with students.
4. Complete written assignments to show understanding of communication skills & concepts
5. Be introduced to the International Phonetic Alphabet (IPA) in pronunciation strategies
6. Evaluate their own and peers' speeches.

## Course Content - Themes, Concepts, Issues

- A. Consonants, Vowels, Stress and Intonation
- B. Grammar and Vocabulary
- C. Critical Thinking Skills
- D. Public Speaking, Conversation and Discussion
- E. Listening Comprehension

## F. Verbal and Non-Verbal Communication

### Competencies and Skills

#### A. Consonants, Vowels, **Reductions**, Stress and Intonation

1. pronounce word endings
2. recognize **personal language-specific sound substitutions**
3. understand **and use** stress patterns in relation to the meaning
4. understand and use intonation patterns
5. identify and orally produce all of the sounds in the IPA (consonants, vowels, diphthongs)
6. use the IPA to improve speaking skills

#### B. Grammar and Vocabulary

1. choose appropriate words and word forms
2. develop use of idioms and two-word verbs
3. recognize and use correct word order most of the time
4. recognize and use verbs and modals in the past, present, and future
5. use question and negative forms correctly
6. use articles, helping verbs, and prepositions

#### C. Critical Thinking Skills

1. use supplemental or textbook readings, **or internet** to obtain ideas and vocabulary for speaking assignments
2. avoid plagiarism
3. develop an awareness of audience and purpose
4. distinguish between relevant and irrelevant information
5. **utilize information learned in class for interviews and surveys of others outside of class**

#### D. Public Speaking

1. **give short, informal group presentations with guided peer feedback**
2. give **ONE** or more satisfactory\* informative extemporaneous (prepared) speech on level-appropriate academic topic.

Includes:

1. **maximum** (approximate) **THREE**-minute time limit
2. includes:
  - selection and narrowing of an academic topic
  - research
  - two speech outlines (preparation outline and presentation outline) for each speech
    - a) **preparation outline** (complete-sentence speech outline with **introduction** that includes attention-getting material, specific purpose statement, pre-summary; **body** with developed main points, supporting materials, citations,

transitional statements, internal summaries; **conclusion** including summary of main points and concluding statement; and **bibliography**.) This outline must be turned in to the instructor and may not be used during the actual speech presentation.

b) **presentation or speaking outline** (usually no more than three index cards with key words and delivery prompts such as “smile” or “pause here”) may be used during presentation and must also be turned in to the instructor.

- appropriate delivery (delivery includes **nonverbal skills**, voice projection, direct eye contact, facial expressions, posture and stance appropriate to public speaking) with focus on the **audience** (speaker).
- leading class discussion at the end of the speech, exhibiting knowledge of subject of speech

\* see explanation of satisfactory speeches below

#### E. Listening Comprehension and Note-taking

1. understand main ideas and important details of oral presentations and conversations
2. distinguish between vowel and consonant sounds in minimal pairs and sentences **and use correctly in speech**

#### F. Verbal and Non-Verbal Communication

1. (begin to) initiate questions without being prompted
2. participate by contributing and connecting ideas
3. (begin to) develop strategies to achieve intelligibility
4. answer questions raised by the audience

#### Explanation of Satisfactory Speeches

- A. speech contains grammar and vocabulary appropriate to the audience and topic
- B. speech is in complete sentences with generally correct word order
- C. speech can be understood with some repetition by a native speaker

**(Delete below)**

(SUGGESTED GRADING: 40% delivery, 20% outline, 40% follow-up discussion (including listening comprehension))

## **Addendum: Explanation of Satisfactory Compositions**

A satisfactory paragraph includes the following:

1. selection of a topic worthy of adult communication
2. originality with awareness of audience
3. adequate paragraph development
4. appropriate topic sentence
5. a concluding sentence
6. seventy percent grammatical accuracy in these areas: verb tense, verb form, run-ons, fragments, agreement, word form, word choice, and word order: grammatical errors in other areas should not interfere with intelligibility
7. level and audience-appropriate vocabulary
8. level-appropriate transitions
9. sentence variety

A satisfactory essay includes all of the paragraph criteria and the following:

1. an introductory paragraph with a clear thesis statement
2. a body paragraph
3. a concluding paragraph

In addition to the above general criteria, the following specific criteria will be used:

A satisfactory in-class composition:

1. is one page handwritten double-spaced
2. includes development that is at least 70 percent as thorough as satisfactory out-of-class paragraph

A satisfactory out-of-class composition:

1. paragraph: is the equivalent of half a typed double-spaced page
2. essay: is the equivalent of three-quarters of a typed double-spaced page

