

**CUYAMACA COLLEGE**  
**COURSE OUTLINE OF RECORD**

**ENGLISH AS A SECOND LANGUAGE 1AS – SUPPORT FOR ESL ACCELERATED READING AND WRITING**

3 hours lecture, 3 units

**Catalog Description**

This course focuses on supplemental instruction in grammar, reading, writing, listening, and speaking to complement the studies in ESL 1A (Accelerated Reading and Writing for English as a Second Language). It develops and adds to skills in grammar, sentence structure, text analysis, and oral communication such as is utilized in ESL 1A. Software may be utilized to reinforce skills introduced in class. **Pass/No Pass only. Non-degree applicable.**

**Prerequisite**

None

**Corequisite**

Concurrent enrollment in ESL 1A or 1B

**Course Content**

- 1) Sentence skills include writing positive, negative and interrogative sentences in the present, past and future tenses
- 2) Grammar skills include comprehension and usage of the present, present progressive, regular and irregular past, past progressive and future forms of verbs; present forms of modals, prepositions of place, count and non-count nouns, possessive nouns, and comparison adjectives.
- 3) Speaking skills to include more intermediate word pronunciation, intermediate speech patterns, oratory strategy for intermediate speech including timing and emphasis.
- 4) Listening skills to include quicker understanding of oral communications utilizing more intermediate vocabulary, using context to define new words and ideas, and more intermediate skill in taking notes.

**Course Objectives**

Students will be able to:

- 1) Edit writing following the basic rules of spelling, grammar, and final punctuation and capitalization.
- 2) Write positive, negative and interrogative sentences using the present, past and future tenses.
- 3) Use sentence skills to identify and write compound sentences.
- 4) Orally present ideas at an intermediate level with few errors which impede listener understanding
- 5) Listen to speeches and directions at an intermediate level with the ability to use context to figure out meaning and intent.

**Method of Evaluation**

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Homework assignments, quizzes and tests that measure students' ability to apply grammatical rules.
- 2) In-class midterm and final essay exams that measure students' ability to identify and use the grammatical structures studied in class.

- 3) In-class oral presentations or exercises in which students demonstrate the ability to apply skills learned in class.
- 4) Worksheet assignments that measure students' ability to apply grammatical rules and understand readings.

**Special Materials Required of Student**

- 1) Dictionary
- 2) Electronic storage media

**Minimum Instructional Facilities**

Smart classroom

**Method of Instruction**

- 1) Skills will be taught inductively and deductively through lecture, in-class group activities, worksheets, media presentations and in-class practice in small groups.
- 2) Demonstration and modelling of structures in a class context.
- 3) Examples of short speeches will be modelled.
- 4) Grammar software may be used.

**Out-of-Class Assignments**

- 1) Packet workbook assignments focusing on support skills for ESL 050 (Basic Accelerated Reading and Writing for English as a Second Language).
- 2) Reading assignments.
- 3) Some writing assignments displaying skills discussed in class.

**Texts and References**

- 1) Required (representative example): Class Packet (available in the bookstore and online. Packet changes depending on the main text being used in ESL 1A.)
- 2) Supplemental: Colls, Alison and Yuki Yamamoto: *Grammar Guide*, Cuyamaca College bookstore.

**Exit Skills**

Students having successfully completed this course exit with the following skills, competencies and/or knowledge:

- 1) Read and write affirmative and negative sentences and questions using the following tenses:
  - a. present
  - b. present progressive
  - c. past
  - d. past progressive
  - e. future
- 2) Correctly follow simple written and spoken instructions.
- 3) Analyze and differentiate elements of spoken language.
- 4) Deliver comprehensible short talks on various subjects.

**Student Learning Outcomes**

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

- 1) Write and speak in positive, negative, and interrogative sentences using the simple tenses (simple present, simple past, simple future.)
- 2) Produce comprehensible text or speech at an intermediate level with relatively few errors that do not challenge a reader's or listener's ability to understand.
- 3) Determine the meaning of key words in an intermediate level written passage or oral communication using context.