

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

ENGLISH AS A SECOND LANGUAGE 2S – SUPPORT FOR ESL ACCELERATED COMPOSITION

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 2 (Accelerated Composition 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 2. Software may be utilized to reinforce skills introduced in class. **Pass/No Pass only. Non-degree applicable.**

Prerequisite

None

Corequisite

Concurrent enrollment in ESL 2

Course Content

- 1) Sentence skills include using subordination, compound-complex sentences, adjective and adverb clauses, correct punctuation usage, and sentence variety
- 2) Grammar skills include a review of the verb tenses, passives and conditionals; an intermediate-advanced level of correct usage of nouns, verbs, pronouns, adjectives, adverbs, conjunctions and prepositions. Rules for pronoun reference agreement and subject-verb agreement will be mastered. Parallelism in structure will be covered.
- 3) Speaking skills to include advanced word pronunciation, advanced speech patterns, oratory strategy for advanced speech and discourse.
- 4) Listening skills to include quicker understanding of oral communications utilizing more advanced vocabulary, using context to define new words and ideas, and more advanced skill in taking notes and summarizing.

Course Objectives

Students will be able to:

- 1) Apply the rules for the use of grammatical structures studied when reading and writing in English.
- 2) Correctly use advanced level sentence structures with variety of vocabulary in written and spoken work.
- 3) Break down and analyze college-level texts for meaning and implied meanings.
- 4) Orally present ideas at an advanced level with almost no errors which impede listener understanding
- 5) Use critical thinking to figure out meaning and intent of discourse and texts.

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 principles studied in class.

- 2) In-class and out-of-class midterm and final essay exams that measure students' ability to identify and use the principles of grammar, reading, listening, speaking, and writing 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' comprehension of texts and discourses used in class.

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 2 (Accelerated Composition 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 2.)
- 2) Supplemental: Colls, Alison and Yuki Yamamoto: *Grammar Guide*, Cuyamaca College bookstore.

Student Learning Outcomes

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

- 1) Write and speak in a variety of sentence structures (simple, compound, complex, compound-complex).
- 2) Produce comprehensible text or speech at an advanced level with almost no errors that challenge a reader's or listener's ability to understand.
- 3) Apply critical thinking to produce meaning from complex and challenging readings or oral works.