MODesto Junior College
Course Outline of Record

ESL 20

I. OVERVIEW
The following information will appear in the 2011 - 2012 catalog

ESL 20 English Language 2 5 Units
Prerequisite: Satisfactory completion of ESL 10 or qualification by the MJC assessment process.

Continuation of ESL 10. Elementary English grammar component for persons learning English as another language. Emphasis on vocabulary and sentence structure for practical communication in school, community, and work.

Field trips might be required. (A-F or P/NP - Student choice) Lecture

II. LEARNING CONTEXT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

a. Analysis and review of basic parts of speech: nouns, verbs, pronouns, adjectives, adverbs
b. Review of tenses: imperatives, present progressive, simple present, simple past, and be + going to
c. Adverbs of frequency in the simple present
d. Past forms of 60 irregular verbs
e. Common modal auxiliaries: will, can, could, may, might
f. Count and non-count nouns with appropriate quantity words and determiners; articles, (a, an, the)
g. Direct and indirect objects and object pronouns
h. Future with will
i. There + be in both past and present
j. Possessives: nouns and adjectives
k. Questions: subject vs. object in all tenses (present progressive, simple past, simple present, and future forms)
l. Review and contrast tenses: simple present and present progressive
m. Introduction of comparative adjectives with more, than and -er

2. Recommended Content:

a. Additional common modal auxiliaries: must, be able to, should
b. Introduction to common superlatives

B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**

Satisfactory completion of ESL 10 or qualification by the MJC assessment process.

2. **Requisite Skills**

*Before entering the course, the student will be able to:*

a. Produce affirmative and negative sentences using forms of BE present and past

b. Produce affirmative and negative sentences using verb forms and auxiliaries in the simple present and present continuous tenses

c. Produce sentences with the demonstrative singular and plural

d. Produce affirmative and negative sentences using verb forms and auxiliaries in the simple past tense

e. Use contractions in all tenses studied

f. Produce wh- and yes/no questions in past and present tenses studied

g. Spell the past forms of 25 irregular verbs

h. Distinguish between the use of subject and object pronouns

i. Use possessive adjectives in sentences

j. Use elementary prepositions of time and place

k. Use a, an, the on a basic level

l. Write noun plurals, regular and irregular forms

m. Use can and can’t

n. Use count and non-count nouns with some, any, how much, and how many

o. Use basic statement and question word order

p. Use adjectives in elementary patterns

q. Identify basic parts of speech (verbs, adjectives, nouns, prepositions)

r. Punctuate sentences with common endings such as periods and question marks

s. Produce a spatially appropriate and well-formatted paragraph which includes double-spacing, indentation of first line and careful attention to right hand margin on both standard binder paper and basic word processing document

C. **HOURS AND UNITS**

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<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>Lect</td>
<td>90</td>
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<tr>
<td>Lab</td>
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D. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:

1. Drill students orally to practice structures to be learned
2. Deliver dictation exercises
3. Administer listening discrimination and aural comprehension exercises
4. Require language lab practice
5. Have students chant Jazz lyrics
6. Assign silent or out loud reading exercises
7. Organize individual and small group tutoring sessions
8. Assign written exercises to practice vocabulary and structure
9. Administer written or oral examinations and quizzes
10. Require oral repetition of dialogs which include grammar structures covered in class
11. Assign cloze practice with same dialogs to highlight and assist in the cognitive process of internalizing grammar structures
12. Assign sentence completion and fill-in exercises to reinforce grammar structures
13. Read out loud short reading passages to introduce new vocabulary
14. Provide vocabulary fill-in exercises to help students transfer knowledge of new vocabulary to alternative and appropriate environments
15. Require written exercises which move from very structured to less controlled activities
16. Require language lab practice from original instructional packages and software programs which are compatible to the textbook
17. Assign text/workbook exercises

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
Time spent on coursework in addition to hours of instruction (lecture hours)

a. Daily oral drills which highlight and contextualize specific grammar points.

b. Daily written homework assignments: eg dialogs, fill-in blank exercises and vocabulary, vocabulary identification exercises, open ended questions, and short passages about human interest topics from around the world, family life, friends, work

c. Weekly original writing samples (short paragraphs)

d. Weekly reading and vocabulary assignments

e. Study for frequent exams and quizzes

f. Study for final examination

g. Prepare for occasional brief oral in class presentations/dialogs/role plays of an informal nature related to the grammar studied
2. **EVIDENCE OF CRITICAL THINKING**

Assignments require the appropriate level of critical thinking

Write sentences with *there + be* about what you think is good and bad about this classroom. Use the quantifier words in parenthesis next to the lines. Example: (many) There are many desks in this classroom.

a. (some) __________________________________________
b. (much) ___________________________________________
c. (enough) __________________________________________
d. (too many) ________________________________________
e. (any) ___________________________________________

Omar and Patrick are roommates. They are getting to go for a run. Listen to their conversation. Complete the conversation by writing the words that you hear. You will hear the recording two times.

OMAR: Are you getting ready to go?

PATRICK: _____________________________. I'm almost done. Give me just a second.

OMAR: Okay. ________________________ you doing?

PATRICK: _______________________________. I'm calling Ahmed.

OMAR: Why ________ you _____________ him now?

Write a short paragraph (6-8 sentences) about what you did last weekend. Use regular and irregular past tense verbs.

F. **TEXTS AND OTHER READINGS (TYPICAL)**


4. Other: Other reading material: level appropriate handouts, stories, Penguin Readers Level 2,

III. **DESIRED LEARNING**

A. **COURSE GOAL**

*As a result of satisfactory completion of this course, the student should be prepared to:*

function at an upper elementary level of English with regard to speaking, reading, writing, and listening comprehension skills.

B. **STUDENT LEARNING GOALS**

*Mastery of the following learning goals will enable the student to achieve the overall course goal.*
1. **Required Learning Goals**
   Upon satisfactory completion of this course, the student will be able to:
   
a. Construct sentences and questions with increasing accuracy using verb tenses learned in ESL 10 (continuous and simple present, simple past, and going to future)
   
b. Write sentences and short paragraphs using basic punctuation, capitalization, and spelling of words and forms used in exercises
   
c. Contrast sentences and questions in all tenses studied avoiding excessive errors in verb form, use of auxiliaries, and word order
   
d. Use comparative adjectives correctly
   
e. Write sentences using common count and non-count nouns accurately using appropriate words to express quantity and appropriate determiners
   
f. Distinguish between the use of subject and object pronouns and the use of possessive adjectives and pronouns
   
g. Distinguish with increasing accuracy contexts requiring simple and continuous verb tenses or between past and present tenses
   
h. Use words and idioms encountered in exercises appropriately
   
i. Use common modal auxiliaries (can, could, will, may, might) appropriately
   
j. Within the scope of their vocabulary and knowledge of English structure, respond appropriately to questions, statements, and directions of the teacher
   
k. Read and respond to brief dialogs, reading passages, articles, and stories at an elementary level (m.c.)
   
l. Produce recognizable pronunciation of verb inflections and past and present tense forms
   
m. Distinguish and produce American English vowel and consonant sounds, clearly articulate verb inflections, and satisfactorily complete listening discrimination and comprehension tasks

IV. **METHODS OF ASSESSMENT (TYPICAL)**

   A. **FORMATIVE ASSESSMENT**
      1. Written exams and quizzes of the students’ command of grammatical structures, vocabulary, and spelling
      2. Proficiency demonstrated by students’ written homework assignments and written class work
      3. Observation of proficiency in communication as observed by the instructor in the course of class activities and exercises
      4. Workbook assignments
      5. Dictation or other activities testing aural comprehension of spoken English
      6. Original writing assignments

   B. **SUMMATIVE ASSESSMENT**
      1. Written final examination (comprehensive exam with writing, editing, and grammar components)