Modesto Junior College
Course Outline of Record

ESL 30

I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

ESL-30  English Language 3  5 Units

Prerequisite: Satisfactory completion of with a minimum grade of C or better Placement in ESL 30 through assessment process or satisfactory completion of ESL 20 or equivalent course.

Continuation of ESL 20. Lower intermediate component for persons learning English as another language. Emphasis on review and expansion of lower intermediate grammatical structures in reading, writing, listening, and speaking. A-F and CR/NC Field trips might be required. Course is not applicable to the associate degree.

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:

   1. Grammar points

      1. Continued review of major topics and skills learned in ESL 20
      2. Verb tense contrasts (simple present versus present progressive; past progressive vs. simple past; and will vs. be + going + to
      3. Past and past participle forms of 85 irregular verbs
      4. Review common modal auxiliaries: will, can, could, may, might; introduce modals must, should, and would.
      5. Present perfect tense (completed definite and indefinite action and action in progress including the use of already, yet, since, and for )
      6. Quoted vs. reported speech (simple present statements)
      7. Future conditional statements
      8. Simple contrary-to-fact conditional statements (present tense)
      9. Comparative adjectives (review) and introduce superlative degree of adjectives and adverbs including equatives

   2. Reading/Writing/Vocabulary

      1. Reading and Vocabulary: vocabulary in dialogs and other short readings used in connection with exercises (m.c.)
      2. Writing: conventions of punctuation, capitalization, spelling, paragraph format used in exercises (m.c.)

2. Recommended Content:

   1. Reported yes/no questions
   2. Pronunciation/listening: practice producing American English vowel and consonant sounds, clear articulation of verb inflections, listening discrimination and comprehension
   3. Vocabulary: level-appropriate vocabulary encountered in contexts such as:

      1. home life and daily activities
2. culture/etiquette
3. school/college life
4. career or occupational choices
5. work qualifications and past work experiences
6. comparative shopping and other consumer related activities
7. travel (all m.c.)

B. ENROLLMENT RESTRICTIONS

1. Prerequisites
   Satisfactory completion of with a minimum grade of C or better Placement in ESL 30 through assessment process or satisfactory completion of ESL 20 or equivalent course.

2. Requisite Skills
   Before entering the course, the student will be able to:
   a. Produce sentences using the simple present and present progressive tenses and control at a reasonable level
   b. Form statements and questions with the present and past tenses in both simple and progressive aspects
   c. Produce sentences using the simple present perfect tense at a basic level
   d. Spell a minimum of 60 irregular verb forms
   e. Use non-count (mass) nouns with the words "much/many" and "few/a little"
   f. Select verb tense appropriate to sentence context
   g. Form and punctuate simple time clauses in present and past tenses in both the simple and progressive aspects

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)
   Instructors of the course might conduct the course using the following method:
   1. Oral drill of structures to be learned
   2. Less controlled communicative activities
   3. Dictation exercises
   4. Language lab practice
5. Individual and small group tutoring sessions
6. Written exercises and homework to practice vocabulary and structure
7. Quizzes and examinations
8. Jazz chants and other oral/aural practice

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   
   1. Daily written homework assignments focusing on grammatical structures and vocabulary taught in the class (e.g. vocabulary fill-in the blank exercises, sentence completion, original sentences using particular grammatical structures, etc).
   2. Frequent quizzes (one to three times a week) on material in the textbooks, readers, and supplementary handouts as it is taught.
   3. Exams every two or three weeks covering major grammatical points, vocabulary, and including paragraph writing.
   4. Weekly reading assignments in textbooks or readers along with reading comprehension questions and vocabulary fill-in the blank exercises.
   5. Writing paragraph length passages outside of class as well as in class on a weekly basis.
   6. Computer-assisted supplementary exercises that accompany chosen textbooks as needed.

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   
   1. In an exercise contrasting the simple present and present progressive, fill in the blank with the appropriate verb tense while differentiating between action and non-action.
   2. Determine the most appropriate vocabulary word and part of speech to fill in a blank. Add endings or change to make grammatically correct.
   3. Write sentences about a time chart using the appropriate tenses (such as present perfect, simple past, present progressive, future) with the time expressions provided.
   4. Given a restaurant menu, write sentences using comparative, superlatives, and equatives to make comparative statements about items on the menu in respect to cost and taste.
   5. Respond in writing to an ESL 20 student's letter requesting advice about what classes to take in the ESL and Reading sequences by using grammatical structures such as future and contrary-to-fact conditionals sentences as well as appropriate modal auxiliaries of advice, possibility, and necessity.

F. TEXTS AND OTHER READINGS (TYPICAL)


4. Other: Penguin Readers, Level 3
III. DESIRED LEARNING

A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to:

Function at a low intermediate 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 verbs tenses learned in ESL 10 and 20 (continuous and simple present, simple past, and be going to future)
   b. construct sentences and questions in the following tenses avoiding excessive errors in verb form, use of auxiliaries, and word order: past continuous and present perfect (indefinite, since and for, already and not yet).
   c. construct sentences using these structures avoiding excessive errors in verb form, use of auxiliaries, and word order: comparatives, equatives, and superlatives of adjectives and adverbs, future conditional statements, simple contrary-to-fact statements (present tense only), reported statements in the present tense
   d. make meaningful statements related to career or occupational preferences, work qualifications, past work experience, comparative shopping and other consumer-related activities, with appropriate use of present perfect tense and comparative or superlative forms of adjectives and adverbs
   e. produce yes/no questions as reported speech.
   f. distinguish with increasing accuracy context requiring simple and continuous text
   g. use modal auxiliaries (will, can, could, may, might, should, may/might, must, and would) appropriately according to their primary meanings
   h. use words and idioms encountered in exercises appropriately
   i. within the scope of their vocabulary and knowledge of English structure, respond appropriately to questions, statements, and directions of the teacher
   j. write brief paragraphs showing control of elementary paragraph form and development

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
   1. Dictation or other activities testing aural comprehension of spoken English
   2. Observation of proficiency in communication as observed by the instructor in the course of class activities and exercises
   3. Original writing assignments
   4. Proficiency demonstrated by students’ written homework and classwork
5. Workbook assignments

6. Written quizzes and exams of the students’ command of grammatical structures, vocabulary, spelling, and listening

B. SUMMATIVE ASSESSMENT

1. Written final exam (comprehensive exam with writing, editing, and grammar components).