Modesto Junior College
Course Outline of Record

ESL 904

I. OVERVIEW
The following information will appear in the 2012 - 2013 catalog

ESL 904  ESL: Intermediate English for Life and Work  0 Unit
Formerly listed as: ESL - 904: ESL: Intermediate
Prerequisite: Satisfactory completion of ESL 903 or qualification by the MJC assessment process.

Intermediate level English for speakers of other languages. Instruction and practice in listening, speaking, reading, and writing with a greater emphasis on academic preparation.

Repeatable.
Field trips might be required. (Non-Graded course) 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:

I. Life and Workskills Competencies: Coursework is organized around practical life and survival situations. Language skills, lexical knowledge, and structural awareness are introduced and developed within the context of these units. Sequence and emphasis are to be determined by instructor according to the needs of students.

A. Social Interaction: vocabulary, expressions, and understanding of language related to small talk topics (life in the United States, hopes and goals, future plans, holidays and celebrations, past life events, accomplishments, problems at work, home, and school, educational and employment background, national origin, etc.); vocabulary and expressions with alternative forms for major social functions of language (apology, request, permission, evasion, advice, complaint, etc.); greetings and introductions

B. School: vocabulary, expressions, and understanding of language related to school activities, library services, problems children have at school, educational goals, resources for learning English, grading systems, report cards, parent-teacher meetings, and school correspondence

C. Home: vocabulary, expressions, and understanding of language related to phone service, utility bills, home rental agreements, leases, directions and warnings related to household products

D. Shopping and Money: vocabulary, expressions, and understanding of language related to alternative methods of purchase (cash, check, credit), product defects, comparative shopping, exchanges and rebates, budgeting, opening a bank account, common bank forms and credit applications, purchase agreements, advertisements, bank statements, and warranties

E. Occupations and Job Seeking: vocabulary, expressions, and understanding of language for discussing occupational or career choices, past work experience, positive work behavior, career goals, letters of recommendation, job expectations, job safety hazards and health in the workplace, employee evaluations, job qualifications, help-wanted ads and job announcements/job descriptions, job application forms, and job interviews

F. Transportation and Community: vocabulary, expressions, and understanding of language related to making travel arrangements

G. Health: vocabulary, expressions, and understanding of language related to eating habits, family
health, dental health, making, canceling, and rescheduling appointments, parts of the body and major internal organs, symptoms, medical procedures and concerns, hospital facilities, immunizations, common health problems, interpretation and completion of a medical history form

II. Language Skills: Skill development may be promoted largely within the context of practical situations.

A. Pronunciation/Aural Comprehension: word and sentence stress; production of English vowel/consonant sounds; basic intonation patterns of American English in statements and questions; articulation of verb inflections and other sounds related to structural forms; aural comprehension of common contractions, linking, and reductions of grammatical structures and expressions studied at this level; listening discrimination

B. Reading: dialogs and reading selections of 400-500 words in length with a 1200-1500 word vocabulary level; reading skills: identification of main idea, making inferences, understanding of facts and opinion, understanding of meaning from context, and summary of important information

C. Writing: paragraphs of description, basic comparison, and explanation; notes and letters of increased complexity and length (10 to 16 sentences) using graphic organizers and other pre-writing strategies to plan writing; completion of information and application forms; notes, e-mails, and short personal business letters

D. Grammar: (instruction of grammatical structures may be non-sequential)
   i. review and expansion of previously learned tenses: stating and answering questions, making negative statements with simple and continuous present, simple past, and future forms
   ii. used to + base form verb
   iii. reported speech: indirect commands, yes/no questions, and simple present tense statements
   iv. comparative and superlative forms of adjectives; equatives
   v. possessive pronouns and adjectives
   vi. review and expansion of articles: a/an/the
   vii. phrasal verbs: separable and inseparable
   viii. introduction to present and future real conditionals
   ix. introduction to present perfect with since, for, ever, and never
   x. introduction to present perfect continuous
   xi. modals for requests, permission, and ability
   xii. gerunds: as objects of certain verbs and after prepositions,
   xiii. infinitives: as objects of certain verbs, after adjectives, and after verb + object
   xiv. past continuous

2. **Recommended Content:**

   A. Introduction to reflexive pronouns

   B. Vocabulary, expressions, and understanding of language related to traffic reports, car maintenance, traffic accidents, and driving

   C. Use of a monolingual English dictionary

   D. Basic word processing skills

   E. Use of online resources

B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**

   Satisfactory completion of ESL 903 or qualification by the MJC assessment process.

2. **Requisite Skills**

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

   a. Use words, idioms, and expressions encountered in class exercises and readings; use
vocabulary and expressions related to small talk topics (e.g. responsibilities, free-time activities, daily activities, past life events, family activities, milestones, problems at home, work, and school); improvise and recite dialogs demonstrating major social functions of language (e.g. apology, complaint, request, demand, regret, sympathy, needs/wants, invitations, complaints, etc.).

b. Use vocabulary and expressions related to housing options, rental agreements, housing problems, seeking housing, dealing with landlords, methods of purchase (cash, check, credit, debit), credit purchase agreements, comparative shopping, clothing, material, types of store sales, sale prices, discounts, sales receipts, problems with purchases, the American school system, school subjects, school events, parent-teacher conferences, behavioral problems in school, completion of school enrollment forms, educational goal setting, learning styles, study skills and habits, job responsibilities, work schedules, work policies, payroll issues, employee manuals, problems at work, job applications, job interviews, availability, work experience/history, classified ads, health problems, symptoms, common injuries, medical appointments, work absence reports, employee accident reports, prescription medicine labels and instructions, medical emergencies, dangerous situations, home safety, personal medical history, food containers and quantities, types of food stores, food on restaurant menus, nutrition, food labels, public offices and application for services (e.g. library, post office, DMV, etc.), directions for getting around in buildings and the community, maps of campus and community.

c. Make simple computations with units of weights and measures; interpret pie charts, bar graphs, percentages, dosages, hourly wages, and labels in lifeskills reading exercises.

d. Pronounce English vowel and consonant sounds, -s and -ed endings; use intonation in questions; pronounce familiar words and expressions with increasing clarity using correct word and sentence stress; interpret common contractions and reductions encountered in grammatical structures used at the ESL 903 level.

e. Read dialogs and short selections up to a 600-800 vocabulary word level, stories and articles of increased complexity and length (300-400 words) identifying topic, main idea, important details, and writer's purpose; read signs, directions, warnings, recipes, applications, labels, and simplified reports.

f. Write sentences, notes, letters, and brief paragraphs (8-10 sentences) using increased accuracy in grammar and spelling; write familiar sentences accurately from dictation; complete information on application forms accurately and legibly.

g. Use grammatical structures studied at the high-elementary level correctly in written and spoken exercises.

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. Direct choral, small group, and pair practice with dialogs.

2. Assign memorization and partial memorization of dialogs and expressions.

3. Assign oral or silent reading with comprehension exercises, cloze drills, and vocabulary study.

4. Facilitate role-playing, interviews, and similar structured language-invention exercises.

5. Assign pronunciation and listening discrimination and comprehension exercises.
7. Facilitate individual and small group tutoring sessions.
8. Present material in multiple media including overhead projection, audio and video, PowerPoint, pictures, realia, and whiteboard.
9. Facilitate the use of and assign computer-assisted language learning activities.

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 individual practice of dialogs and words for memorization, fluency, and pronunciation
   2. daily reading exercises: dialogs, articles of 400-500 words identifying main idea, making inferences, understanding facts and opinions, getting meaning from context, and summarizing; use of authentic materials (e.g. classified ads, schedules, labels, etc.)
   3. daily and weekly writing exercises: paragraphs of descriptions, basic comparison, and explanation (10-16 sentences); notes and letters; use of graphic organizers and other pre-writing strategies to plan writing; dictation, sentence building and completion, guided writing assignments
   4. daily practice activities from student book and workbook

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   1. Look at the vocabulary. The words describe problems with purchases (things you buy). Which words do you know? Look at the pictures of the vocabulary and listen. Listen again and repeat the words. Make vocabulary study cards for the words. Write the problem on the front of the card. Write two things that you buy that can have the problem on the back of the card. Now, work with a partner and write a short dialog between a customer and an appliance salesperson. Use the vocabulary you just learned to explain the problems with something you recently purchased.
   2. In groups discuss what the word immune means. Why is immunization important for children? Now, look at the webpage on childhood immunizations. Before you read, look at the titles and headings of the article. These will help you understand the most important ideas before you begin reading. After reading, circle the main idea and answer the questions about the details of the article. Now, look at the article again and pay special attention to the boldfaced vocabulary words. Guess their meanings. Then complete the sentences below with the correct words. In groups, discuss your feelings about immunizations.
   3. Look at the paragraph below about Jorge's past job experiences. What issues does he mention in his paragraph (e.g. hours, job duties, manager, pay, pressure, safety/work conditions)? Now, talk with a partner about a job. It could be your job now, a job you had in the past, or the job of a family member. What is good or bad about the job? Talk about the issues already mentioned or your own ideas. Write a paragraph about the job you discussed. Use Jorge's paragraph as an example. What is good or bad about the job? Check your writing using the checklist (Did you tell what the job is? Did you explain what is good or bad about the job? Did you write your feelings about the job? Did you check spelling, grammar, and format?) Type your paragraph to turn in to the teacher.

Example assignments taken and adapted from Future Level 3.

F. TEXTS AND OTHER READINGS (TYPICAL)

III. DESIRED LEARNING

A. COURSE GOAL

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

- speak, read, write, and understand intermediate-level English in a wide range of life situations with confidence. The student will be prepared to successfully transition into lower level academic ESL courses.

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. engage in a variety of conversational and social situations with some ease in use of vocabulary and language fluency.
   
   b. demonstrate understanding of and use vocabulary and expressions related to school activities, library services, problems children have at school, educational goals, resources for learning English, grading systems, report cards, parent-teacher meetings, and school correspondence.
   
   c. demonstrate understanding of and use vocabulary and expressions related to phone service, utility bills, home rental agreements, leases, purchases, directions, and warnings for household products.
   
   d. demonstrate understanding of and use vocabulary and expressions related to alternative methods of purchase (e.g. credit, cash, check), product defects, comparative shopping, exchanges and rebates, budgeting, bank statements, and warranties.
   
   e. demonstrate understanding of and use vocabulary and expressions related to occupational or career choices, past work experience, positive work behavior, career goals, letters of recommendation, job expectations, job safety hazards and health in the workplace, employee evaluations, common job interview questions, job announcements, and job descriptions.
   
   f. demonstrate understanding of and use vocabulary and expressions related to making travel arrangements.
   
   g. demonstrate understanding of and use vocabulary and expressions related to eating habits, family health, dental health, making, canceling, and rescheduling appointments, parts of the body and major internal organs, symptoms, medical procedures and concerns, hospital facilities, immunizations, common health problems, and medical history forms.
   
   h. pronounce all English and vowel sounds, use patterns of intonation in statements and questions; produce correct word and sentence stress in language studied; interpret common contractions; link and reduce grammatical structures and expressions studied at this level.
   
   i. read dialogs and articles of 400-500 words in length with a 1200-1500 word vocabulary level employing reading skills (e.g identifying main idea, making inferences, distinguishing between
facts and opinions, understanding meaning from context, and summarizing of important information).

j. read and interpret a variety of documents such as advertisements, credit purchase agreements, utility and other bills, lease/rental agreements, warranties, simplified insurance contracts, and common schedules such as fare schedules, occupational time and wage schedules.

k. write short personal business letters and e-mails; complete a variety of information and application forms; write paragraphs of description, exposition, and comparison using some pre-writing strategies.

l. demonstrate correct use and understanding of grammatical structures studied at this level correctly in written and spoken exercises.

2. **Recommended Learning Goals**

   **Upon satisfactory completion of the course (when the related recommended content is covered) the student will be able to:**

   a. use online resources.

   b. perform basic word processing tasks.

   c. use a monolingual English dictionary and other reference materials.

   d. demonstrate understanding of and use reflexive pronouns.

   e. demonstrate understanding of and use vocabulary and expressions related to driving, traffic reports, car maintenance, and traffic accidents.

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

A. **FORMATIVE ASSESSMENT**

1. regular teacher observation of class activities

2. quizzes and examinations, written and oral including vocabulary and reading comprehension, student-generated written passages, error analysis, dictation, sentence transformation, and cloze passage

3. computer-related tasks

4. written homework assignments

5. student book and workbook assignments

B. **SUMMATIVE ASSESSMENT**

1. pre-and post-testing of specified competencies

2. comprehensive final exam

   Note: Although no grade or course credit is granted, the administering of some formal quizzes serves several important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes. 3) It provides a method of accountability for student progress and success.