

# ESL 0830S - INTERMEDIATE-HIGH LEVEL SKILLS FOR SUCCESS

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## Catalog Description

Prerequisite: Placement by ESL matriculation assessment process or completion of ESL 520S with grade of "C" or better, or completion of ESL 820S with grade of "Pass," and concurrent enrollment in or completion of ESL 530C with grade of "C" or better or ESL 830C with grade of "Pass"

Hours: 18 lecture

Description: Integrated skills course for non-native English speakers to support student success in ESL 830C. Topics include writing and editing, grammar assessment and improvement, vocabulary development, support services, technology, and success strategies. (pass/no pass grading) (noncredit)

## Course Student Learning Outcomes

- CSLO #1: Apply intermediate-high level process writing, self-editing, and revision skills to student writing.
- CSLO #2: Distinguish and apply appropriate grammar in intermediate-high level writing.
- CSLO #3: Identify and utilize campus academic and vocational support services and apply success strategies in intermediate-high level assignments.
- CSLO #4: Employ intermediate-high usage of technology skills to complete course requirements.

## Effective Term

Fall 2024

## Course Type

Noncredit

## Contact Hours

18

## Outside of Class Hours

36

## Total Student Learning Hours

54

## Course Objectives

Content will be taught with authentic language that focuses on U.S. culture and history and intermediate-high situations and functions for college and career. Through integrated skills study and practice at an intermediate-high level, students will:

1. Use the writing process to formulate components of essays;
2. Edit writing for grammar, sentence structure, vocabulary, and punctuation;
3. Apply grammar rules correctly for intermediate-high level objectives;
4. Utilize intermediate-high technology skills for college success and language acquisition;

5. Select and utilize appropriate campus support services to complete writing and reading assignments (e.g., Tutoring Center, Library, Career & Transfer Connections);

6. Demonstrate appropriate U.S. classroom etiquette (e.g., cell phones, homework, first language use, participation, academic honesty), academic success strategies (e.g., time planning, study skills), and sociolinguistic competence at an intermediate-high level for academic and vocational situations (e.g., problem solving interactions, timeliness, independence).

## General Education Information

- Approved College Associate Degree GE Applicability
- CSU GE Applicability (Recommended-requires CSU approval)
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

## Articulation Information

- Not Transferable

## Methods of Evaluation

- Objective Examinations
  - Example: Students complete exercises and tasks in a software or internet program to strengthen grammar in an area targeted on their improvement plan such as use of gerund vs. infinitive vs. base form. They then complete a quiz on that area (e.g., Fill in the blank with the gerund, infinitive, or base form of the verb in parenthesis. Example: \_\_\_\_\_ (hunt) is an important skill for both Attean and Matt). Evaluation using standard grading based on accuracy.
- Projects
  - Example: Students will conduct a career-related research and writing assignment. They will conduct the career coach assessment on the Sierra College website and generate reports. Students will utilize information in the reports to write a summary of their skills and a persuasive paragraph which demonstrates and shows evidence of how and why their skills match a particular career they have researched. Evaluation using a standard rubric.
- Skill Demonstrations
  - Example: In class, students will revise identified areas of a 5-paragraph essay from 830C based on instructor and/or peer feedback (e.g., supporting paragraphs with topic sentences that include a transitional word/phrase and that relate directly to thesis statement). Revisions will be evaluated using a standard rubric.

## Repeatable

Yes

## Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Instructor will conduct a mini lesson on common types of sentence errors (e.g., comma splices and run-ons) in student writing. Instructor will provide worksheet with samples of sentences from student

writing. Students will work in pairs to identify the types of errors and make corrections.

2. Instructor will lead a discussion about the difference between text-based details and inference and then guide students to make inferences about course text and write a short response. (e.g., In *Sign of the Beaver*, based on facts presented in Chapter 3 about what Matt's father expects, how might Matt feel and think of his father's reaction to the loss of the gun.

#### Distance Learning

1. Instructor will post a video presentation explaining American Academic expectations regarding avoiding plagiarism. Instructor will post a link to the College Library online presentation Understanding Plagiarism. Students will complete the lesson including the embedded quiz.

## Typical Out of Class Assignments

### Reading Assignments

1. Students will read a 5-paragraph persuasive essay and identify the thesis statement, topic sentences, major points and related minor points (details, facts, examples) in each paragraph in order to develop an organized outline of these key parts, noticing effective essay organization.
2. Students will read grammar chart, explanation, and example text provided by the instructor (e.g., conjunctive adverbs to show sequence, contrast, cause and effect) to guide them in the editing and revision of their writing.

### Writing, Problem Solving or Performance

1. Based on instructor feedback, students work with a Pass Peer or tutor in the Tutor Center to revise identified areas needing improvement in written draft of an assignment (e.g., clarify thesis statement to include controlling idea of topic).
2. Based on research done at Career Connections, draft a paragraph that identifies and summarizes their skills and preferences with regard to desirable careers.
3. Write a persuasive paragraph that explains how and why their own educational goals, skills, abilities, likes, and past experience match the requirements and tasks of a selected career.

### Other (Term projects, research papers, portfolios, etc.)

### Required Materials

**Other materials and-or supplies required of students that contribute to the cost of the course.**