

PALOMAR COLLEGE
COURSE OUTLINE OF RECORD FOR
CREDIT COURSE NOT APPLICABLE TO THE A.A. DEGREE

(Use this form only for courses which do not apply to the A.A. Degree)

COURSE NUMBER AND TITLE: ESL 35: Intermediate ESL II

UNIT VALUE: 1-4

MINIMUM NUMBER OF SEMESTER HOURS: 48-192

BASIC SKILLS REQUIREMENTS: Appropriate language skills

ENTRANCE REQUIREMENTS

PREREQUISITE: None

COREQUISITE: None

RECOMMENDED PREPARATION: None

SCOPE OF COURSE:

35 Intermediate ESL II

Three to twelve hours lecture/laboratory (1-4)

Listening, speaking, reading, and writing skills for non-native speakers of English at the mid-intermediate level.

SPECIFIC COURSE OBJECTIVES:

A. Listening Skills

1. Demonstrate understanding of new information in sustained personal interactions
2. Demonstrate understanding of speech on abstract or academic topics when there is support
3. Identify subjects and details when listening to extended speech
4. Demonstrate understanding of the central message when listening to extended speech
5. Demonstrate understanding of implications beyond the surface meaning

B. Speaking Skills

1. Use a variety of concrete and abstract vocabulary
 2. Demonstrates control over many basic and complex grammatical structures
 3. Communicate in most social situations
 4. Provide added detail or rephrase message to facilitate conversation
 5. Use language that is situationally and culturally appropriate
- C. Reading Skills
1. Read simple texts on familiar topics with fluency and speed
 2. Demonstrate understanding of the meaning of new words from context
 3. Distinguish between main and supporting ideas in texts which are accessible because of familiar content and/or language
 4. Demonstrate understanding of new information from texts with familiar language
 5. Use a variety of textual cues such as sentence connectors and pronoun reference to comprehend the meaning and structure of a text
 6. Demonstrate understanding of texts that are grammatically complex or on unfamiliar topics
 7. Demonstrate understanding of common cultural references
- D. Writing Skills
1. Write on newly presented topics with vocabulary sufficient to express original ideas in some detail
 2. Write social and more formal correspondence
 3. Write simple summaries
 4. Write paragraphs using description, exemplification, chronology, and narration
 5. Take notes
 6. Do some paraphrasing
- E. Core Skills
1. Listen actively and respectfully to analyze the substance of others' comments
 2. Speak in an understandable and organized fashion to explain ideas, express feelings, or support a conclusion
 3. Read effectively and analytically and will comprehend on the college level
 4. Write in an understandable and organized fashion to explain ideas, express feelings, or support a conclusion
 5. Apply knowledge and skills to new and varied situations
 6. Participate effectively in teams, committees, task forces, and in other group efforts to make decisions and seek consensus
 7. Respect and work with diverse people including those with different cultural and linguistic backgrounds and with different physical abilities
- F. Computer Literacy
1. Demonstrate understanding of ESL computer lab rules
 2. Demonstrate understanding of how to take care of a computer
 3. Identify and name main components of a computer system
 4. Demonstrate how to use a CD or floppy disk, a mouse, and a keyboard
 5. Demonstrate how to use windows
 6. Demonstrate writing and editing skills using Microsoft Word
 7. Demonstrate understanding of what the Internet is, how it works, and how to access particular websites
 8. Demonstrate how to use e-mail and manage an e-mail account
- G. Career Awareness
1. Read work- and school-related situations and answer questions about them
 2. Construct a personal data file
 3. Communicate past and current school and work experience
 4. Complete checklists to monitor progress

5. Register for classes using on-line services at Palomar College
6. State U.S. and California residency requirements
7. Identify and describe program and class options available at Palomar College
8. Complete forms
9. Be familiar with vocabulary and grammatical structures necessary to discuss and implement career planning
10. Analyze school and career situations and determine the best outcomes
11. Use previously collected personal information to write a resume

CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:

A. Listening, Speaking, Reading, and Writing Topics

1. Cultural and moral issues
2. Current events
3. Customs and mores
4. Descriptions
5. Education
6. Face-to-face conversations
7. Factual and concrete topics relating to personal interests
8. Familiar and everyday topics
9. Famous people
10. History
11. Instructions and directions
12. Leisure, travel, vacations
13. Magazine articles
14. Media
15. Narratives
16. Newspaper accounts
17. Radio/television broadcasts
18. Routine reports
19. Short narratives/descriptions
20. Social problems

B. Grammar Topics

1. Verb Tense Review
 - a. Simple present
 - b. Present continuous
 - c. Present perfect
 - d. Present perfect continuous
 - e. Simple past
 - f. Past continuous
 - g. Simple future
 - h. Future continuous
2. Modals
 - a. Had better
 - b. Would rather
 - c. Modal perfect with future meaning
 - d. Modal perfect with past meaning
3. Adverbial Clauses
 - a. Time
 - b. Place
 - c. Concession

- d. Cause
- e. Result
- f. Purpose
- g. Condition
- 4. Noun Clauses
 - a. Object
 - b. Indirect speech
- 5. Adjective Clauses
 - a. Subject form
 - b. Object form
 - c. Possessive adjective form
 - d. Restrictive vs. nonrestrictive
- 6. Participial Phrases
 - a. -ing participles
 - b. -ed participles
- 7. Gerund Phrases
 - a. Subject
 - b. Object
- 8. Infinitive Phrases
 - a. Subject
 - b. Object
- C. Computer Literacy Topics
 - 1. Basic computer operations
 - 2. Microsoft Word
 - 3. Internet
 - 4. E-mail
- D. Career Awareness Topics
 - 1. Personal inventory
 - 2. Career search resources
 - 3. Palomar College programs
 - 4. Educational plan

REQUIRED READING:

Texts such as the following:

- 1. Fuchs, M., Westheimer, M., & Bonner, M. (2000). Focus on grammar, intermediate. White Plains, NY: Addison-Wesley.
- 2. Straugh, A.O. (1997). Bridges to academic writing. New York: Cambridge University Press.
- 3. Mikulecky, B.S., & Jeffries, L. (1998). Reading power. White Plains, NY: Addison-Wesley.
- 4. Gregg, J.Y., & Russell, J. (1995). Past, present, & future. Boston: Heinle & Henle.

SUGGESTED READING:

None

REQUIRED WRITING:

- 1. Forms
- 2. Letters

3. Paragraphs

OUTSIDE ASSIGNMENTS:

- 1. Read texts
- 2. Practice skills
- 3. Study notes

INSTRUCTIONAL METHODOLOGY:

Check all that apply:

- lecture
- laboratory
- lecture-laboratory combination
- directed study

DISTANCE LEARNING:

This course may be offered as a distance learning course and meets Title 5 regulations 55370, 55372, 55374, 55376, 55378, and 55380.

Yes No

If yes, check all that apply.

- Television Course (Video one-way, e.g. ITV, video cassette, etc.)
- Online Course (Text one-way, e.g. newspaper, correspondence, electronic file, etc.)
- Two-Way Video Conferencing (Two-way interactive video and audio)
- One-Way Video Conferencing (One-way interactive video and two-way interactive audio)
- Computer Assisted Instruction (A specialized form of mediated instruction relying primarily on student access to information and prepared lessons or teaching materials through a computer terminal, but not under immediate supervision of a qualified instructor.)

GRADING POLICY AND STANDARDS (include methods of determining whether the stated objectives have been met by students):

Objective tests, class work, and homework will determine the mastery of specific objectives.

- 50% Quizzes and exams
- 25% Class work
- 25% Homework

IS COURSE REPEATABLE FOR REASON(S) OTHER THAN DEFICIENT GRADE?

Yes No Number of times course may be taken for credit: 1

If yes, identify specific provision of Title 5 Division 2 section(s) 55761-55763 and 58161 which qualifies course as repeatable:

CONTACT PERSON: Lynne Henson, 2270

SIGNATURES ON FILES:
