

English As A Second Language - Student Learning Outcomes

ESL 001	Grammar and Composition for ESL 1	<p>1. Demonstrate the skill of describing actions in the moment by selecting grammatically appropriate questions and statements (ISLO 1).</p> <p>2. Demonstrate the skill of describing routines by selecting grammatically appropriate questions and statements (ISLO1).</p> <p>3. Write correct forms of the verb+ ing using appropriate spelling rules (ISLO1).</p> <p>4. Follow common classroom instructions (ISLO1).</p> <p>5. Students will be able to recognize and select the subject of a statement or question by identifying the correct noun or pronoun (ISLO1, ISLO2).</p>
ESL 002	Grammar and Composition for ESL 2	<p>1. Demonstrate knowledge of definite and indefinite articles by completing sentence (ISLO1, ISLO2).</p> <p>2. Differentiate the correct use of prepositions with regard to time or location (ISLO1, ISLO2).</p> <p>3. Identify the correct form of a verb to convey the meaning of a completed past event (ISLO1, ISLO2).</p> <p>4. Identify the correct form of a verb to convey the meaning of a routine or a repeated action in the third person singular present tense form (ISLO1, ISLO2).</p> <p>5. Differentiate the correct form of a verb to use as determined by a time clue or time expression used to indicate either a simple completed past event or a simple repeated action/routine in the present tense (ISLO1, ISLO2).</p>
ESL 003	Grammar and Composition for ESL 3	<p>1. Demonstrate the ability to select the correct verb tense (simple present and present progressive) needed to complete a passage in English [ISLO1, ISLO2].</p> <p>2. Demonstrate an understanding of verb-gerund and verb-infinitive combinations by analyzing sentences for correct usage [ISLO1, ISLO2].</p> <p>3. Demonstrate the ability to choose the correct verb tense (simple past/present perfect) needed to complete a sentence in English [ISLO1, ISLO2].</p> <p>4. Demonstrate an understanding of modal verbs by choosing the correct modal needed to complete a sentence in English [ISLO1, ISLO2].</p> <p>5. Demonstrate the ability to make negative sentences in a variety of verb tenses [ISLO1, ISLO2].</p>
ESL 004	Grammar and Composition for ESL 4	<p>1. Use and identify simple, progressive, and perfect tenses in the present, past, and future. (ILO1, ILO2)</p> <p>2. Use and identify real and unreal conditionals in present, past, and future tenses. (ILO1, ILO2)</p> <p>3. Use and identify independent and dependent clauses (adjective, adverb, and noun). (ILO1, ILO2)</p> <p>4. The student will demonstrate competency in applying the knowledge of adjective clauses to solving various life problems. (ILO1, ILO2)</p> <p>5. Demonstrate the knowledge of noun clauses by creating sentences using given stems. (ILO1, ILO2)</p>
ESL 005	Grammar and Composition for ESL 5	<p>1. Demonstrate competency in writing a topic sentence with topic and controlling idea. (ILO1, ILO2)</p> <p>2. Demonstrate competency in identifying and writing simple, compound (with coordinating conjunctions), and complex (with adverb and adjective clauses) sentences correctly. (ILO1, ILO2)</p> <p>3. Demonstrate competency in choosing logical connective devices including subordinating and coordinating conjunctions and transitions. (ILO1, ILO2)</p> <p>4. The student will be able to identify the subject and object in a simple sentence. (ILO1, ILO2)</p> <p>5. Demonstrate competency in applying prewriting skills to develop content for and organization of paragraphs. (ILO1, ILO2)</p>
ESL 010	ESL Language Laboratory	<p>1. Demonstrate ability to navigate appropriate computer hardware and software to fulfill course objectives [ISLO 4].</p>

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ESL 011	Speaking & Listening for ESL	<p>1. Outcome 1: Differentiate between similar-sounding words by making a distinction between sounds [ʔ] and [tʔ] (ISLO1).</p> <p>2. Outcome 2: Apply the pronunciation rules of 3rd person (-s) endings and plural noun (-s) endings in aural discrimination activities (ISLO1).</p> <p>3. Outcome 3: Apply the pronunciation rules for (-ed) endings in past forms of regular verbs in aural discrimination activities (ISLO1).</p> <p>4. Outcome 4: Produce appropriate answers to questions about personal information, such as name, age, email address, occupation, etc (ISLO1).</p> <p>5. Outcome 5: Produce appropriate rising or falling intonation in Yes/No questions and Wh- Questions (ISLO1).</p>
ESL 012	Speaking & Listening for ESL 2	<p>1. Produce common contractions in speaking (ex. did not= didn't, am= 'm, etc.) (ISLO1)</p> <p>2. Differentiate between similar-sounding words by making a distinction between sounds [ð], [t], [d], [ʔ], and [f].(ISLO1)</p> <p>3. Produce appropriate rising or falling intonation in Yes/No questions and Wh- Questions (ISLO1).</p> <p>4. Apply the pronunciation rules of 3rd person (-s) endings and plural noun (-s) endings in aural discrimination activities (ISLO1).</p> <p>5. Apply the pronunciation rules for (-ed) endings in past forms of regular verbs in aural discrimination activities (ISLO1).</p>
ESL 013	Speaking & Listening for ESL 3	<p>1. Produce the sounds /sh/ and /ch/ correctly in beginning, middle, and final positions of words. [ILO1]</p> <p>2. Discriminate between /sh/ and /ch/ sounds used in the beginning, middle, and final positions of words. [ILO1]</p> <p>3. Categorize meanings of modal verbs in the sentences you hear into: ability/permission/request categories (ISLO2).</p> <p>4. Apply the pronunciation rules of 3rd person (-s) endings and plural noun (-s) endings in aural discrimination activities (ISLO1).</p> <p>5. Apply the pronunciation rules for (-ed) endings in past forms of regular verbs in aural discrimination activities (ISLO1).</p>
ESL 014	Speaking & Listening for ESL 4	<p>1. Identify what you would do in a hypothetical situation (unreal conditional). (ILO1, ILO2)</p> <p>2. Express what you would have done (past unreal) differently this semester. (ILO1, ILO2)</p> <p>3. Apply the pronunciation rules for (-ed) endings in past forms of regular verbs in aural discrimination activities. (ILO1)</p> <p>4. Apply the pronunciation rules of 3rd person (-s) endings and plural noun (-s) endings in aural discrimination activities. (ILO1)</p> <p>5. Demonstrate competency in distinguishing between main ideas and details of a listening segment. (ILO1, ILO2)</p>
ESL 015	Speaking & Listening for ESL 5	<p>1. Orally state the main idea of a listening segment of no more than five minutes. (ILO1, ILO2)</p> <p>2. Apply the pronunciation rules of 3rd person (-s) endings and plural noun (-s) endings in aural discrimination activities. (ILO1)</p> <p>3. Apply the pronunciation rules for (-ed) endings in past forms of regular verbs in aural discrimination activities. (ILO1)</p> <p>4. Demonstrate competency in inferring the meaning of a listening segment by identifying the speaker's attitude or feeling or distinguishing between facts and inferences. (ILO1, ILO2)</p> <p>5. Demonstrate critical thinking skills by comparing 2-3 summaries of a listening segment and identifying the one that best summarizes the segment. (ILO1, ILO2)</p>
ESL 023	ESL Reading 1	<p>1. Analyze a reading in order to identify the topic and the main idea. [ILO2]</p> <p>2. Organize a reading in order to identify the organizing structure. [ILO2]</p> <p>3. Apply knowledge of usage of an English only dictionary in order to identify key components of a word. [ILO2, ILO4]</p>

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ESL 024	ESL Reading 2	<ol style="list-style-type: none"> 1. Distinguish between main ideas and major/minor details in a reading. [ILO2] 2. Select appropriate vocabulary based on the readings' context clues to aid in overall comprehension. [ILO2] 3. Identify the correct definition of a vocabulary word using an English-only dictionary (ISLO2).
ESL 025	ESL Reading 3	<ol style="list-style-type: none"> 1. Distinguish between main ideas and major/minor details in a reading based on word clues. (ILO1, ILO2) 2. Select appropriate vocabulary based on the readings' context clues to aid in overall comprehension. (ILO2) 3. Indicate the part of speech of a word. (ILO2)
ESL 031	Verb Review 1	<ol style="list-style-type: none"> 1. 1. Select the correct verb to be versus to have needed to complete a passage in English (ISLO1).
ESL 032	Verb Review 2	<ol style="list-style-type: none"> 1. Demonstrate an understanding of the uses of the simple present and present progressive by using the correct tense to complete a passage in English (ISLO1).
ESL 037	Verb Review 7	<ol style="list-style-type: none"> 1. Demonstrate competency in recognizing and naming the four present tenses in sentences (ISLO2).
ESL 038	Verb Review 8	<ol style="list-style-type: none"> 1. Demonstrate competency in using past participles correctly in the present perfect and the past perfect tenses (ISLO1).
ESL 041	Conversation 1	<ol style="list-style-type: none"> 1. Students will be able to verify information in a conversation. [ISLO1]
ESL 042	Conversation 2	<ol style="list-style-type: none"> 1. Demonstrate ability to open and close a telephone conversation. [ILO1]
ESL 051	Pronunciation 1	<ol style="list-style-type: none"> 1. Students will orally produce comprehensible -s endings in plural nouns.[ILO1]
ESL 052	Pronunciation 2	<ol style="list-style-type: none"> 1. Students will orally produce comprehensible -ed endings in regular verbs in the simple past tense.[ILO1]
ESL 061	Vocabulary 2	<ol style="list-style-type: none"> 1. Identify main ideas through picture/graph/chart/title analysis and reading comprehension. (ILO2)
ESL 062	Vocabulary 3	<ol style="list-style-type: none"> 1. Answer questions based on a reading selection by utilizing scanning strategy.