

PERALTA COMMUNITY COLLEGE DISTRICT COURSE OUTLINE

COLLEGE:	Laney College	STATE APPROVAL DATE:	09/27/2010
ORIGINATOR:	Annie Agard	STATE CONTROL NUMBER:	CCC000350365
		BOARD OF TRUSTEES APPROVAL DATE:	05/10/2016
		CURRICULUM COMMITTEE APPROVAL DATE:	01/29/2016
		CURRENT EFFECTIVE DATE:	08/22/2016

DIVISION/DEPARTMENT: Laney College

1. REQUESTED CREDIT CLASSIFICATION:

Credit - Degree Applicable
Course is a basic skills course.
Program Applicable

2. DEPT/COURSE NO:

ESL 205A

3. COURSE TITLE:

Vocabulary and Idioms in Context 3

4. COURSE: Laney New Course

TOP NO. 4930.87

5. UNITS: 3.00

HRS/WK LEC: 3.00 Total: 52.50

HRS/WK LAB:

HRS/WK TBA:

6. NO. OF TIMES OFFERED AS SELETED TOPIC: AVERAGE ENROLLMENT:

7. JUSTIFICATION FOR COURSE:

College-bound English language learners have a need for practice and support as they master the load of words, phrasal words and collocations required to succeed in transfer-level courses.

8. COURSE/CATALOG DESCRIPTION

Intermediate level of vocabulary: Study of words and idioms as used in context.

9. OTHER CATALOG INFORMATION

a. Modular: No If yes, how many modules:

b. Open entry/open exit: No

c. Grading Policy: Both Letter Grade or Pass/No Pass

d. Eligible for credit by Exam: No

e. Repeatable according to state guidelines: No

f. Required for degree/certificate (specify):

English As A Second Language: High Intermediate, English As A Second Language: High Intermediate, English As A Second Language: High Intermediate

g. Meets GE/Transfer requirements (specify):

h. C-ID Number: Expiration Date:

i. Are there prerequisites/corequisites/recommended preparation for this course? Yes

Date of last prereq/coreq validation: 01/29/2016

10. LIST STUDENT PERFORMANCE OBJECTIVES (EXIT SKILLS): (Objectives must define the exit skills required of students and include criteria identified in Items 12, 14, and 15 - critical thinking, essay writing, problem solving, written/verbal communications, computational skills, working with others, workplace needs, SCANS competencies, all aspects of the industry, etc.)(See SCANS/All Aspects of Industry

Worksheet.)

Students will be able to:

1. Use an increased vocabulary necessary for communication as a listener, speaker, reader and writer in an academic environment.
2. Use words appropriately according to their social and contextual meanings as well as their dictionary definitions.
3. Use a dictionary appropriately to find the meanings of words and idioms.
4. Demonstrate appropriate grammatical and syntactic use of the words studied.
5. Apply a variety of strategies to determine the meanings of words in context.

11A. COURSE CONTENT: List major topics to be covered. This section must be more than listing chapter headings from a textbook. Outline the course content, including essential topics, major subdivisions, and supporting details. It should include enough information so that a faculty member from any institution will have a clear understanding of the material taught in the course and the approximate length of time devoted to each. There should be congruence among the catalog description, lecture and/or lab content, student performance objectives, and the student learning outcomes. List percent of time spent on each topic; ensure percentages total 100%.

LECTURE CONTENT:

Dictionary Skills 15%

Study of major roots and affixes 15%

Study of parts of speech and word forms 15%

Methods of predicting meaning by examining structure and context 15%

Methods of learning and remembering vocabulary 10%

Meanings of words in context 15%

Idioms in context 15%

11B. LAB CONTENT:

There is no lab for this course.

12. METHODS OF INSTRUCTION (List methods used to present course content.)

1. Discussion
2. Lecture
3. Activity
4. Distance Education

Other Methods:

Modeling of pronunciation, spelling, dictionary use and writing skills Group practice of problem solving and reasoning skills Dramatization of contexts and context clues Films and listening activities

13. ASSIGNMENTS: 6.00 hours/week (List all assignments, including library assignments. Requires two (2) hours of independent work outside of class for each unit/weekly lecture hour. Outside assignments are not required for lab-only courses, although they can be given.)

Out-of-class Assignments:

Textbook Exercises Journal Presentations Short writing assignments that demonstrate the students' ability to use the words in grammatically, idiomatically, and logically correct context. Online comprehension and writing exercises.

ASSIGNMENTS ARE: (See definition of college level):

Primarily College Level

14. STUDENT ASSESSMENT: (Grades are based on):

NON-COMPUTATIONAL PROBLEM SOLVING (Critical thinking should be demonstrated by solving unfamiliar problems via various strategies.)

SKILL DEMONSTRATION

MULTIPLE CHOICE

ESSAY (Includes "blue book" exams and any written assignment of sufficient length and complexity to require students to select and organize ideas, to explain and support the ideas, and to demonstrate critical thinking skills.)

OTHER (Describe):

In-class performance and completion of assignments including group dramatization projects. SLO #1, "Determine the meaning of new words and collocations encountered in reading, using context clues and dictionary skills," is assessed with multiple choice or other objective test items. SLO #2, "Appropriately use new words and collocations in sample sentences," is assessed by rubric analysis of in-class writing on tests.

15. TEXTS, READINGS, AND MATERIALS

A. Textbooks:

Helen Huntley. *Essential Academic Vocabulary (Units 1-10)*. First Houghton Mifflin Co., 2006.

Rationale: The text does uniquely good job of systematically presenting the complete Academic Word List (see attached file) in contexts appropriate to college-bound English language learner, also including necessary collocations and phrasal verbs. There is no more recent edition.

Appropriate readings selected by the instructor.

*Date is required: Transfer institutions require current publication date(s) within 5 years of outline addition/update.

B. Additional Resources:

Library/LRC Materials and Services:

The instructor, in consultation with a librarian, has reviewed the materials and services of the College Library/LRC in the subject areas related to the proposed new course

Are print materials adequate? Yes

Are nonprint materials adequate? Yes

Are electronic/online resources available? Yes

Are services adequate? Yes

Specific materials and/or services needed have been identified and discussed. Librarian comments:

C. Readings listed in A and B above are: (See definition of college level):

Primarily college level

16. DESIGNATE OCCUPATIONAL CODE:

E - Non-Occupational

17. LEVEL BELOW TRANSFER:

C = 3 Levels Below Transfer

SUPPLEMENTAL PAGE

Use only if additional space is needed. (Type the item number which is to be continued, followed by "continued.")

Show the page number in the blank at the bottom of the page. If the item being continued is on page 2 of the outline, the first supplemental page will be "2a." If additional supplemental pages are required for page 2, they are to be numbered as 2b, 2c, etc.)

1a. Prerequisites/Corequisites/Recommended Preparation:

PREREQUISITE(S):

Appropriate placement through multiple-measures assessment process.

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