

PERALTA COMMUNITY COLLEGE DISTRICT COURSE OUTLINE

COLLEGE:	Laney College	STATE APPROVAL DATE:	09/26/2010
ORIGINATOR:	Annie Agard	STATE CONTROL NUMBER:	CCC000378441
		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 205B

3. COURSE TITLE:

Vocabulary and Word Analysis in Context 4

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, collocations and derived words required to succeed in transfer-level courses.

8. COURSE/CATALOG DESCRIPTION

High intermediate/low advanced level of vocabulary and context: Focus on vocabulary useful in academic courses; analysis of word derivations.

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, English As A Second Language:

Advanced, English As A Second Language: Advanced, English As A Second Language:

Intermediate, English As A Second Language: 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. Analyze word parts – roots, prefixes, suffixes – and the derivation of words in order to understand college level lectures and reading assignments.
2. Judge the meanings of collocations or associations between words and how to choose the right word to fit the context.
3. Apply a variety of methods for on-going vocabulary acquisition, including examining context, analyzing possibilities, and testing and refining predictions.
4. Use acquired vocabulary in an idiomatically and grammatically correct manner.

- 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:

- I. Word Analysis Skills 20%
 - Analysis of words through recognitions of parts (roots, affixes)
 - Recognition and comprehension of synonyms and antonyms; compound words; collocations
- II. Relationships between words (similarity/difference; part/whole; action/actor; cause/effect) 20%
- III. Dictionary skills 15%
- IV. Grammatical context and its effects on word forms 15%
- V. Use of context clues to assign meaning (e.g.: definition, restatement, example, modifiers, reference) 10%
- VI. Methods of learning and remembering words 10%
- VII. Development of academic vocabulary 15%
- VIII. Special subjects (semantics; word origins; idioms; specialized vocabularies) 15%

11B. LAB CONTENT:

This course has no lab.

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

1. Distance Education
2. Activity
3. Discussion
4. Observation and Demonstration
5. Lecture

Other Methods:

Study of vocabulary textbooks for words, word parts, methods of vocabulary acquisition, and contexts using words to be studied. Group practice with problem solving and reasoning skills: analysis of word parts, examining contexts, predicting meaning, testing and refining predictions. Dramatization of contexts; observations and participation to gain insight into meaning and social uses of words 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):

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.)

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

SKILL DEMONSTRATION

MULTIPLE CHOICE

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 academic subject area readings, using context clues, dictionary skills and word analysis," is assessed using multiple choice or other objective test items. SLO #2, "Students will effectively express and exchange ideas through various modes of communication," will be assessed by rubric evaluation of an in-class project presentation.

- 15. TEXTS, READINGS, AND MATERIALS**

A. Textbooks:

Huntley, Helen. *Essential Academic Vocabulary (Units 11-20)*. First Houghton Mifflin , 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.

Online texts 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:

B = 2 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):

ESL 205A: Vocabulary and Idioms in Context 3

Subject course and pre/corequisite is: Sequential

or

appropriate placement through multiple-measures assessment process.

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