

Level 1

Listening/Speaking - ESL 091G

In this course, students will develop speaking skills by learning and practicing new vocabulary. Topics covered include basic introductions, numbers and dates, classroom items, clothing, hobbies, daily activities, locations, future plans, travel, events, occupations, etc. Students will practice asking and answering questions, giving and following instructions, and responding to requests. Students will also listen to dialogues and situations and respond to questions. Students practice accurate pronunciation by listening to and speaking consonant and vowel sounds. As part of the course, students will participate in weekly discussion circles by learning, listening, and practicing new vocabulary and phrases.

Reading - ESL 091H

In this course, students will build their skills at the word and sentence level. Student will develop skills in spelling, sight recognition, vocabulary meaning, oral reading fluency, cloze reading, and comprehension of short paragraphs. The class will focus largely on producing vocabulary or oral skills with introduction to meanings in context and word parts. Students will read Bookworms and participate in weekly literature circles as part of the course. Students will be expected to read at 100 WPM with 70% accuracy by the end of the semester.

Writing - ESL 091I

In this course, students will develop their vocabulary and speaking skills and apply those skills to writing sentences. Students will learn new vocabulary and grammar based on common topics and then use that vocabulary to make new simple and compound sentences. Students will practice the following grammar: simple present, past and future, capitals, periods, and question marks, coordinating conjunctions, irregular verbs, pronouns, singular and plural nouns with adjectives and articles, prepositions of time and place, and correct subject plus verb word order in simple sentences and questions. As part of the course, students will compile a portfolio containing the syllabus, first day writing sample, drafts of assignments including peer and self-editing, timed writings, campus work, and self-reflections.

Level 2

Listening/Speaking - ESL 092G

In this course, students will practice listening, speaking, pronunciation, and presentation skills. Students are required to do two presentations: one on a cultural topic incorporating survey data and one describing a person or place. Students will practice their conversational speaking skills through role-plays. For listening practice, students will listen to passages and answer main idea questions as well as cloze gap questions about the listenings. For pronunciation, students will practice individual sounds as well as syllables and stress. As part of the course, students will participate in weekly discussion circles by learning, listening, and practicing new vocabulary and phrases.

Reading - ESL 092H

In this course, students will develop their reading skills from short paragraphs to longer modified passages. Students will continue to develop vocabulary skills in areas of word parts, collocations, synonyms and antonyms, parts of speech, and meanings in context. Students will develop their comprehension skills in the skill areas of main ideas, supporting details, patterns of organization, and pronoun referents. Students will be introduced to critical thinking skills such as inferring and predicting and be able to understand and describe the setting, plot and characters of a story. Students will read a novel and participate in weekly literature circles as part of the course. Students will be expected to read at 150 WPM with 70% accuracy by the end of the semester.

Writing - ESL 091I

In this course, students will develop their writing from sentences, to paragraphs, to a basic essay over the course of the semester. Students are required to write at least 3 multi-draft paragraphs and 2 multi-draft essays as part of the course. Students will practice and apply the writing process to their assignments as well as write a personal letter. For vocabulary development, students will learn the definitions and collocations of academic vocabulary and be able to write those words using different collocates. Students will practice the following grammar: simple and progressive tenses, one-word modals, adjective and adverb clauses with correct commas, infinitives, quantifiers, irregular verbs, and coordinating and correlating conjunctions. As part of the course, students will compile a portfolio containing the syllabus, first day writing sample, drafts of assignments including peer and self-editing, timed writings, campus work, and self-reflections.

Level 3

Listening/Speaking - ESL 093G

In this course, students will practice listening and note-taking, speaking fluency, pronunciation, and academic presentation skills. Students are required to do one presentation incorporating survey and interview data with citations, participate in a one-on-one debate, and create skits practicing rhythm and word stress. To practice critical thinking, students will discuss case studies focusing on assumptions and solutions. At this level, students begin to refine their note-taking skills by listening to short lectures and answering comprehension questions and vocabulary questions related to synonyms and antonyms to check for understanding. As part of the course, students will participate in weekly discussion circles by completing their assigned roles for the week and then discussing those roles with their classmates.

Reading - ESL 093H

In this course, students will read passages to create an outline/graphic organizer and write a basic analysis. Students will continue to work on their vocabulary skills of understanding meaning in context, word parts, synonyms and antonyms, and the definitions and use of academic vocabulary. Students will continue to develop their comprehension skills of main ideas and details as well as logical connectors. Throughout the course, students will create an e-portfolio about the novel they are reading, submitting literature circle role sheets, various reports throughout the semester, and an oral presentation at the end. Students will be expected to read at 200 WPM with 70% accuracy by the end of the semester.

Writing - ESL 091I

In this course, students will expand their essay writing skills to be able to write a 5-paragraph essay. At least two multi-draft essays - a logical division and a comparison/contrast - are required during the semester. Students will also write a reflection paper using survey and interview data as well as write a biographical analysis of a historical figure. Students are introduced to summarizing and paraphrasing by writing a summary/response of an article. For vocabulary development, students will learn the definitions and word families of academic vocabulary and be able to use that vocabulary in its different forms. Students will practice the following grammar: articles, quantifiers, gerunds, adverb clauses of contrast, 2nd and 3rd conditionals with correct comma usage, indirect speech, past and present perfect, comparatives, phrasal modals and perfect modals, and transitions of compare/contrast, time, and addition. As part of the course, students will compile a portfolio containing the syllabus, first day writing sample, drafts of assignments including peer and self-editing, timed writings, campus work, and self-reflections.

Level 4

Listening/Speaking - ESL 094G

In this course, students will continue to develop their note-taking and presentation skills. Students will present on research and lead and participate in academic discussions. Students will listen to lectures and note-take as well as answer comprehension questions. They will also pay attention to the speaker's tone, pitch, pausing, and sentence stress to make inferences about the speaker's intent. Students will improve their fluency by giving seven impromptu speeches throughout the semester. To practice speaking with different tone and pitch and to practice intonation and pausing, students will read poetry aloud in the class. As part of the course, students will participate in weekly discussion circles by completing their assigned roles for the week and then discussing those roles with their classmates.

Reading - ESL 094H

In this course, students will read passages in order to write a rhetorical analysis as well as read case studies to analyze problems and solutions. They will continue to work on their vocabulary skills of meanings in context, collocations, word parts, and the definitions and use of academic vocabulary. Students will continue to develop their comprehension skills of patterns of organization, pronoun referents, and inferencing. Students will read a textbook throughout the semester and participate in weekly literature circles as part of the course. Students will be expected to read at 250 WPM with 70% accuracy by the end of the semester.

Writing - ESL 091I

In this course, students will write two multi-draft 3-page research papers: one cause/effect and one argumentative. For analysis, students will summarize an argument paper and identify the author's use of appeals. Students will create an e-portfolio compiled throughout the semester containing reports on the textbooks being read in their reading class. For vocabulary development, students will learn the definitions and collocations of academic vocabulary and be able to write those words using different collocates. Students will practice the following grammar: semicolons, correcting run-ons and fragments, noun, adjective and reduced clauses, subject-verb agreement, passive voice, reporting verbs, transitions of cause/effect and argument

phrases, referents, and quotations and their punctuation. As part of the course, students will compile a portfolio containing the syllabus, first day writing sample, drafts of assignments including peer and self-editing, timed writings, campus work, and self-reflections.

College Success Strategies/ International OASIS

Listening/Speaking - GEN 121

In this course, students will gain mastery of listening and speaking skills necessary for taking notes on college lectures and taking part successfully in academic discussions and group projects. This class requires a high level of student responsibility and motivation. Students will spend three hours attending a linked general education course and three hours attending the listening and speaking course, working on skills needed to be successful in the linked course. Students will participate in pre- and post-work from these academic lectures. Class activities include reviewing notes, discussing assigned readings, developing effective time management skills and practicing the steps to complete academic assignments for the linked course.

Prerequisites: Students entering this course must have completed and passed Level 4 of the Intensive English Program or obtained a proficiency score on the iTEP (or another language assessment). Students can also be placed into these courses based on assessments such as standardized testing scores. *Fall, Spring, Summer Required for IEP program students; others by approval of the Director for the Center for Academic Success.*

Reading - GEN 122

In this course, students will read academic texts in order to develop further academic reading skills. Students will read university level textbooks to advance their college reading skills, along with other assigned readings, and practice applying their reading knowledge to classroom situations like quizzes, tests, reports, summaries, analysis papers, and other writing and speaking assignments. Additionally, students will practice combining the information they read with previous academic and vocabulary knowledge in order to sharpen their critical thinking skills. This course meets three hours a week in which students will complete many reading activities. Students are also expected to read chapters and articles for homework. **Prerequisites:** Students entering this course must have completed and passed Level 4 of the Intensive English Program or obtained a proficiency score on the iTEP (or another language assessment). Students can also be placed into these courses based on assessments such as standardized testing scores. *Fall, Spring, Summer Required for IEP program students; others by approval of the Director for the Center for Academic Success.*

Writing - GEN 123

In this course, students will review the basics of writing paragraphs and essays and gain a foundation of source integration. Students will read information from a limited number of sources, summarize, and incorporate key information into their own papers. This course accustoms students to the demands of academic courses regarding writing essays based on the topics learned and read in class. It will also introduce areas of research such as citation and references but with a controlled, limited number of sources. A five-page informative essay, a summary/response and a critical analysis are required. Throughout the writing assignments, students will focus on their sentence structure and word choice and gain a better control of grammatical structures necessary for university work. This course meets three

hours a week in which students will complete many writing activities, and they will be expected to do the homework assigned. Prerequisites: Students entering this course must have completed and passed Level 4 of the IEP or obtained a proficiency score on the iTEP (or another language assessment). Students can also be placed into these courses based on assessments such as standardized testing scores. *Fall, Spring, Summer Required for IEP program students; others by approval of the Director for the Center for Academic Success.*