

# Washtenaw Community College Comprehensive Report

## ENG 023 High Beginning ESL Reading and Writing Effective Term: Fall 2013

### Course Cover

**Division:** Humanities, Social and Behavioral Sciences

**Department:** English/Writing

**Discipline:** English

**Course Number:** 023

**Org Number:** 11300

**Full Course Title:** High Beginning ESL Reading and Writing

**Transcript Title:** High Beg ESL Read & Writing

**Is Consultation with other department(s) required:** No

**Publish in the Following:** College Catalog , Time Schedule , Web Page

**Reason for Submission:** Course Change

**Change Information:**

**Consultation with all departments affected by this course is required.**

**Course title**

**Course description**

**Outcomes/Assessment**

**Rationale:** This course will have a change in the skill content. It will change from reading/listening to reading/writing. We would like to extend writing across the curriculum of our ESL program in order to prepare students in this difficult and important skill area. The pairing of reading and writing is well-established in the field of ESL. These two skills support one another and are effectively taught together.

**Proposed Start Semester:** Fall 2013

**Course Description:** This course is designed to help students move beyond minimal survival English in the areas of reading and writing. The reading portion focuses on building vocabulary as well as reading skills. The writing portion focuses on the production of sentences on basic topics with much guidance. Satisfactory/unsatisfactory grading is used. The title of this course was previously High Beginning ESL Reading and Listening.

### Course Credit Hours

**Variable hours:** No

**Credits:** 4

**Lecture Hours: Instructor: 60 Student: 60**

**Lab: Instructor: 0 Student: 0**

**Clinical: Instructor: 0 Student: 0**

**Total Contact Hours: Instructor: 60 Student: 60**

**Repeatable for Credit:** NO

**Grading Methods:** S/U (for courses numbered below 100)

**Audit**

**Are lectures, labs, or clinicals offered as separate sections?:** NO (same sections)

### College-Level Reading and Writing

Reduced Reading/Writing Scores

### College-Level Math

#### Requisites

**Prerequisite**

## General Education

### Request Course Transfer

Proposed For:

### Student Learning Outcomes

1. Read and understand simplified texts independently.

#### **Assessment 1**

**Assessment Tool:** ESL COMPASS reading

**Assessment Date:** Winter 2016

**Assessment Cycle:** Every Three Years

**Course section(s)/other population:** all

**Number students to be assessed:** all

**How the assessment will be scored:** Scored by COMPASS

**Standard of success to be used for this assessment:** 70% of students will score at least 65 on ESL COMPASS reading.

**Who will score and analyze the data:** Dept faculty will analyze the data.

2. Identify common base forms and affixes.

#### **Assessment 1**

**Assessment Tool:** Departmentally approved classroom test

**Assessment Date:** Winter 2016

**Assessment Cycle:** Every Three Years

**Course section(s)/other population:** all

**Number students to be assessed:** all

**How the assessment will be scored:** Answer Key

**Standard of success to be used for this assessment:** 70% of students will score at least 70% on the relevant portion of the final exam.

**Who will score and analyze the data:** Dept. faculty

3. Use basic vocabulary words from the course in complete sentences which demonstrate the meaning and use of the words.

#### **Assessment 1**

**Assessment Tool:** Departmentally approved classroom test

**Assessment Date:** Winter 2016

**Assessment Cycle:** Every Three Years

**Course section(s)/other population:** all

**Number students to be assessed:** all

**How the assessment will be scored:** departmentally-developed rubric

**Standard of success to be used for this assessment:** 70% of students will achieve success on 70% of the sentences produced.

**Who will score and analyze the data:** Departmental faculty

4. Write a group of sentences from picture prompts which show the ability to write complete sentences in English that are usually intelligible to a sympathetic native speaker (i.e. an ESL instructor accustomed to reading text written by students whose first language is not English), with effort.

#### **Assessment 1**

**Assessment Tool:** Composition

**Assessment Date:** Winter 2016

**Assessment Cycle:** Every Three Years

**Course section(s)/other population:** all

**Number students to be assessed:** all

**How the assessment will be scored:** departmentally-developed rubric

**Standard of success to be used for this assessment:** 70% of students will score 70% or higher.

**Who will score and analyze the data:** Departmental faculty

5. Write sentences that show an ability to produce the standard mechanics of English sentences (i.e. start with a capital letter, end with period).

#### **Assessment 1**

**Assessment Tool:** Composition

**Assessment Date:** Winter 2016

**Assessment Cycle:** Every Three Years

**Course section(s)/other population:** all

**Number students to be assessed:** all

**How the assessment will be scored:** departmentally-developed rubric

**Standard of success to be used for this assessment:** 70% of students will score 70% or higher.

**Who will score and analyze the data:** Departmental faculty

### **Course Objectives**

1. Identify the main idea and supporting details in a high-beginning text.

#### **Matched Outcomes**

2. Scan appropriate materials (e.g., menus) for specific information.

#### **Matched Outcomes**

3. Demonstrate knowledge of simplified texts by reading and answering questions without the use of a dictionary.

#### **Matched Outcomes**

4. Demonstrate knowledge of the vocabulary studied.

#### **Matched Outcomes**

3. Use basic vocabulary words from the course in complete sentences which demonstrate the meaning and use of the words.

5. Increase vocabulary by studying common base forms and affixes (e.g., re-, in-, -less, -ful, -ment, -ly).

#### **Matched Outcomes**

6. Create a group of sentences correctly using the mechanics of English sentences (start with a capital letter, end with period, etc.)

#### **Matched Outcomes**

4. Write a group of sentences from picture prompts which show the ability to write complete sentences in English that are usually intelligible to a sympathetic native speaker (i.e. an ESL instructor accustomed to reading text written by students whose first language is not English), with effort.

5. Write sentences that show an ability to produce the standard mechanics of English sentences (i.e. start with a capital letter, end with period).

7. Use subjects, verbs, and objects to relate an event or story based on picture prompts using simple present or simple past verb tenses as necessary.

#### **Matched Outcomes**

4. Write a group of sentences from picture prompts which show the ability to write complete sentences in English that are usually intelligible to a sympathetic native speaker (i.e. an ESL instructor accustomed to reading text written by students whose first language is not English), with effort.

### **New Resources for Course**

#### **Course Textbooks/Resources**

Textbooks

Manuals

Periodicals

Software

#### **Equipment/Facilities**

<b><u>Reviewer</u></b>	<b><u>Action</u></b>	<b><u>Date</u></b>
<b>Faculty Preparer:</b> <i>Heather Zettelmaier</i>	<i>Faculty Preparer</i>	<i>Feb 14, 2013</i>
<b>Department Chair/Area Director:</b> <i>Carrie Krantz</i>	<i>Recommend Approval</i>	<i>Feb 15, 2013</i>
<b>Dean:</b> <i>Bill Abernethy</i>	<i>Recommend Approval</i>	<i>Feb 15, 2013</i>
<b>Vice President for Instruction:</b> <i>Stuart Blacklaw</i>	<i>Approve</i>	<i>Mar 12, 2013</i>