

Washtenaw Community College Comprehensive Report

ENG 028 Low Intermediate ESL Reading and Writing II Effective Term: Fall 2012

Course Cover

Division: Humanities, Social and Behavioral Sciences

Department: English/Writing

Discipline: English

Course Number: 028

Org Number: 11300

Full Course Title: Low Intermediate ESL Reading and Writing II

Transcript Title: Low Interm. ESL Read/Write II

Is Consultation with other department(s) required: No

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

Reason for Submission: Three Year Review / Assessment Report

Change Information:

Consultation with all departments affected by this course is required.

Course title

Course description

Outcomes/Assessment

Objectives/Evaluation

Rationale: The ESL program is in the process of integrating more writing into the curriculum.

Proposed Start Semester: Fall 2012

Course Description: This course is designed to lay the foundations for reading and writing improvement needed by ESL students. Emphasis is placed on the development of skills, reading for pleasure, and writing about personal topics. Vocabulary development, active reading strategies, silent reading and comprehension, and English sentence structure are covered. Students must satisfactorily complete their work before advancing to a higher level reading or writing course. Satisfactory/unsatisfactory grading is used. The title of this course was previously Low Intermediate ESL Reading II.

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

ENG 027 minimum grade "S"

General Education

Request Course Transfer

Proposed For:

Student Learning Outcomes

1. Improve reading comprehension by at least one level from pre- to post-test.

Assessment 1

Assessment Tool: Edinburg Project On Extensive Reading Tests will be administered at the beginning and end of the class and the results compared. Improvement by at least one level is expected.

Assessment Date: Fall 2015

Assessment Cycle: Every Three Years

Course section(s)/other population: all

Number students to be assessed: all students

How the assessment will be scored: Answer sheet

Standard of success to be used for this assessment: Students will increase by one reading level between pre- and post-test.

Who will score and analyze the data: Departmental faculty

2. Demonstrate 70% mastery of the 1500 word list.

Assessment 1

Assessment Tool: The vocabulary test by Paul Nation et al will be administered at the end of the semester.

Assessment Date: Fall 2015

Assessment Cycle: Every Three Years

Course section(s)/other population: all

Number students to be assessed: all students

How the assessment will be scored: Answer sheet

Standard of success to be used for this assessment: 70% of students will achieve 70% mastery of the vocabulary,

Who will score and analyze the data: Departmental faculty

3. Write a one paragraph composition that demonstrates some mastery of English sentence structure and word use and is usually intelligible to an unsympathetic native speaker (i.e. an ESL instructor accustomed to reading text written by students whose first language is not English), with some effort.

Assessment 1

Assessment Tool: Composition

Assessment Date: Fall 2015

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of the 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 low intermediate text.

Matched Outcomes

1. Improve reading comprehension by at least one level from pre- to post-test.

2. Guess the meaning of unknown vocabulary in a low intermediate text.

Matched Outcomes

1. Improve reading comprehension by at least one level from pre- to post-test.

3. Make inferences and draw conclusions about paragraphs and short pieces at a low intermediate level.

Matched Outcomes

1. Improve reading comprehension by at least one level from pre- to post-test.

4. Engage in reading for pleasure by using the graded readers in the college library.
Matched Outcomes
 1. Improve reading comprehension by at least one level from pre- to post-test.
5. Demonstrate 70% mastery of the 1500 Word List.
Matched Outcomes
6. Develop a topic through prewriting using a variety of methods.
Matched Outcomes
7. Create sentences with correct boundaries, subject-verb agreement and verb use (past v. present).
Matched Outcomes
8. Write a paragraph that follows standard paragraph format and correctly uses the mechanics of English sentences (start with capital letter, end with period, etc.)
Matched Outcomes
9. Improve accuracy of language and clarity of ideas through revision and editing.
Matched Outcomes

New Resources for Course

Course Textbooks/Resources

Textbooks
Manuals
Periodicals
Software

Equipment/Facilities

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>Heather Zettelmaier</i>	<i>Faculty Preparer</i>	<i>Feb 13, 2012</i>
Department Chair/Area Director: <i>Carrie Krantz</i>	<i>Recommend Approval</i>	<i>Feb 14, 2012</i>
Dean: <i>Bill Abernethy</i>	<i>Recommend Approval</i>	<i>Feb 14, 2012</i>
Vice President for Instruction: <i>Stuart Blacklaw</i>	<i>Approve</i>	<i>Mar 26, 2012</i>