

Washtenaw Community College Comprehensive Report

ESL 024 High Beginning ESL Grammar and Communication Effective Term: Spring/Summer 2020

Course Cover

Division: Humanities, Social and Behavioral Sciences

Department: English & College Readiness

Discipline: English as Second Language

Course Number: 024

Org Number: 11300

Full Course Title: High Beginning ESL Grammar and Communication

Transcript Title: High Beg ESL Grammar & Commun.

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.

Outcomes/Assessment

Objectives/Evaluation

Rationale: Three-year syllabus review.

Proposed Start Semester: Winter 2020

Course Description: In this course, students will move beyond minimal survival English toward communication of daily living. This class is designed for students who have had some exposure to and/or instruction in English. Grammar and communicative competence are emphasized. This class can be taken concurrently with ESL 023 and ESL 025.

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

No Level Required

Requisites

Prerequisite

ESL GVR Level E-1 and ESL Listening Level E-1

General Education

Degree Attributes

Below College Level Pre-Reqs

Request Course Transfer

Proposed For:

Student Learning Outcomes

1. Use appropriate verb tense, aspect, and modality to describe activities, habitual actions, situations, and events.

Assessment 1

Assessment Tool: Departmentally-approved final exam

Assessment Date: Winter 2021

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 demonstrate 70% mastery or better for each outcome

Who will score and analyze the data: Departmental faculty

2. Make well-formed questions and respond appropriately to questions about activities, habitual actions, situations, and events affirmatively and negatively.

Assessment 1

Assessment Tool: Departmentally-approved final exam

Assessment Date: Winter 2021

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 demonstrate 70% mastery or better for each outcome

Who will score and analyze the data: Departmental faculty

3. Describe everyday life activities using a limited group of count and noncount nouns with appropriate number (singular, plural) and determiners.

Assessment 1

Assessment Tool: Departmentally-developed final exam

Assessment Date: Spring/Summer 2019

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 demonstrate 70% mastery or better for each outcome

Who will score and analyze the data: Departmental faculty

Course Objectives

1. Describe their own and others' current activity (present continuous) using correct verb forms.
2. Describe their own and others' habitual actions and current situation (simple present) using correct verb forms.
3. Describe past events as well as their sequence or simultaneity using correct verb forms.
4. Discuss future events including predictions, promises and plans.
5. Use modal verbs to extend and respond to invitations, suggestions, and advice.

6. Use modal verbs to make and respond to requests for action, information, and permission.
7. Express necessity, possibility, and ability.
8. Describe two people or objects using adjectives of comparison.
9. Use appropriate count and noncount nouns, along with their correct articles and determiners, to discuss everyday topics.

New Resources for Course

Course Textbooks/Resources

Textbooks
Manuals
Periodicals
Software

Equipment/Facilities

Level I classroom

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>Elizabeth Foss</i>	<i>Faculty Preparer</i>	<i>Aug 15, 2019</i>
Department Chair/Area Director: <i>Carrie Krantz</i>	<i>Recommend Approval</i>	<i>Aug 15, 2019</i>
Dean: <i>Scott Britten</i>	<i>Recommend Approval</i>	<i>Sep 18, 2019</i>
Curriculum Committee Chair: <i>Lisa Veasey</i>	<i>Recommend Approval</i>	<i>Oct 04, 2019</i>
Assessment Committee Chair: <i>Shawn Deron</i>	<i>Recommend Approval</i>	<i>Oct 10, 2019</i>
Vice President for Instruction: <i>Kimberly Hurns</i>	<i>Approve</i>	<i>Oct 14, 2019</i>

Washtenaw Community College Comprehensive Report

ESL 024 High Beginning ESL Grammar and Communication Effective Term: Fall 2015

Course Cover

Division: Humanities, Social and Behavioral Sciences

Department: English/Writing

Discipline: English as Second Language

Course Number: 024

Org Number: 11300

Full Course Title: High Beginning ESL Grammar and Communication

Transcript Title: High Beg ESL Grammar & Commun.

Is Consultation with other department(s) required: No

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

Reason for Submission: New Course

Change Information:

Rationale: Change ESL courses from ENG to ESL discipline code.

Proposed Start Semester: Fall 2015

Course Description: In this course, students will move beyond minimal survival English toward communication of daily living. This class is designed for students who have had some exposure to and/or instruction in English. Grammar and communicative competence are emphasized. This class can be taken concurrently with ESL 023 and ESL 025. This course contains material previously taught in ENG 024 High Beginning ESL Grammar and Communication.

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

No Level Required

Requisites

Prerequisite

ESL GVR Level E-1 and ESL Listening Level E-1

General Education

Degree Attributes

Below College Level Pre-Reqs

Request Course Transfer

Proposed For:

Student Learning Outcomes

1. Describe activities, habitual actions, situations, and events.

Assessment 1

Assessment Tool: departmentally-approved final exam

Assessment Date: Fall 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 demonstrate 70% mastery or better for each outcome.

Who will score and analyze the data: departmental faculty

2. Make well formed questions and respond to questions about activities, habitual actions, situations, and events.

Assessment 1

Assessment Tool: departmentally-approved final exam

Assessment Date: Fall 2016

Assessment Cycle: Every Three Years

Course section(s)/other population: all

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 students will demonstrate 70% mastery or better for each outcome.

Who will score and analyze the data: departmental faculty

3. Initiate and respond to a variety of prompts from social functions, such as invitations, suggestions, advice, requests for action, information, and permission. Students will also be able to express necessity, possibility, and ability.

Assessment 1

Assessment Tool: departmentally-approved final exam

Assessment Date: Fall 2016

Assessment Cycle: Every Three Years

Course section(s)/other population: all

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 students will demonstrate 70% mastery or better for each outcome.

Who will score and analyze the data: departmental faculty

4. Compare two people and/or objects using adjectives of comparison.

Assessment 1

Assessment Tool: departmentally-approved final exam

Assessment Date: Fall 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 demonstrate 70% mastery or better for each outcome.

Who will score and analyze the data: departmental faculty

5. Produce principle parts of one hundred irregular verbs.

Assessment 1

Assessment Tool: weekly verb quizzes

Assessment Date: Fall 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 demonstrate 70% mastery or better for each outcome.

Who will score and analyze the data: departmental faculty

6. Describe everyday life activities using a limited group of count and non-count nouns with their endings and determiners.

Assessment 1

Assessment Tool: departmentally-approved final exam

Assessment Date: Fall 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 demonstrate 70% mastery or better for each outcome.

Who will score and analyze the data: departmental faculty

Course Objectives

1. Describe their own and others' current activity (present continuous) using correct verb forms.
2. Describe their own and others' habitual actions and current situation (simple present) using correct verb forms.
3. Describe past events as well as their sequence or simultaneity using correct verb forms.
4. Discuss future events including predictions, promises and plans.
5. Use modal verbs to extend and respond to invitations, suggestions and advice.
6. Use modal verbs to make and respond to requests for action, information, and permission.
7. Express necessity, possibility, and ability.
8. Describe two people or objects using adjectives of comparison.
9. Describe two people or objects in order to identify one.
10. Use appropriate count and non-count nouns, along with their correct articles and determiners, to discuss food.

New Resources for Course

Course Textbooks/Resources

Textbooks
Manuals
Periodicals
Software

Equipment/Facilities

Level I classroom

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>Heather Zettelmaier</i>	<i>Faculty Preparer</i>	<i>Nov 20, 2014</i>
Department Chair/Area Director: <i>Carrie Krantz</i>	<i>Recommend Approval</i>	<i>Dec 04, 2014</i>
Dean: <i>Dena Blair</i>	<i>Recommend Approval</i>	<i>Dec 05, 2014</i>
Curriculum Committee Chair: <i>Kelley Gottschang</i>	<i>Recommend Approval</i>	<i>Jan 12, 2015</i>
Assessment Committee Chair: <i>Michelle Garey</i>	<i>Recommend Approval</i>	<i>Jan 14, 2015</i>
Vice President for Instruction: <i>Bill Abernethy</i>	<i>Approve</i>	<i>Jan 21, 2015</i>