

Washtenaw Community College Comprehensive Report

ESL 128 Low Intermediate ESL Reading and Writing Effective Term: Spring/Summer 2020

Course Cover

Division: Humanities, Social and Behavioral Sciences

Department: English & College Readiness

Discipline: English as Second Language

Course Number: 128

Org Number: 11300

Full Course Title: Low Intermediate ESL Reading and Writing

Transcript Title: Low Interm. ESL Read/Write

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:

Outcomes/Assessment

Other:

Rationale: Based on assessment conducted in the Winter 2018 semester.

Proposed Start Semester: Winter 2019

Course Description: In this course, students will lay the foundations for reading and writing improvement needed at the intermediate ESL level. 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.

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: Letter Grades

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-2 and ESL Listening Level E-3

General Education

Degree Attributes

Below College Level Pre-Reqs

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: Pre- and post-test using Edinburgh Project On Extensive Reading Tests

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: Answer sheet

Standard of success to be used for this assessment: 70% of 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 based on Paul Nation's test will be administered at the end of the semester.

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: 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 an original paragraph that demonstrates some mastery of English sentence structure and word use and is generally 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 some effort.

Assessment 1

Assessment Tool: Original paragraph

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 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.
2. Guess the meaning of unknown vocabulary in a low intermediate text.
3. Make inferences and draw conclusions about paragraphs and short pieces at a low intermediate level.
4. Engage in reading for pleasure by using the graded readers in the college library.
5. Demonstrate 70% mastery of the 1500 Word List.
6. Develop a topic through prewriting using a variety of methods.

7. Create sentences with correct boundaries, subject-verb agreement and verb use (past v. present).
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.).
9. Improve accuracy of language and clarity of ideas through revision and editing.

New Resources for Course

an OER will replace the Writing textbook for this course, starting Winter 2019

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>Aug 21, 2019</i>
Department Chair/Area Director: <i>Carrie Krantz</i>	<i>Recommend Approval</i>	<i>Aug 22, 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 128 Low Intermediate ESL Reading and Writing Effective Term: Fall 2015

Course Cover

Division: Humanities, Social and Behavioral Sciences

Department: English/Writing

Discipline: English as Second Language

Course Number: 128

Org Number: 11300

Full Course Title: Low Intermediate ESL Reading and Writing

Transcript Title: Low Interm. ESL Read/Write

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 developmental to college level for the potential to transfer.

Proposed Start Semester: Fall 2015

Course Description: In this course, students will lay the foundations for reading and writing improvement needed at the intermediate ESL level. 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. This course contains material previously taught in ENG 027/028 Low Intermediate ESL Reading and Writing I and 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: Letter Grades

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-2 and ESL Listening Level E-3

General Education

Degree Attributes

Below College Level Pre-Reqs

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: Pre- and post-test using Edinburgh Project On Extensive Reading Tests

Assessment Date: Fall 2015

Assessment Cycle: Every Three Years

Course section(s)/other population: all

Number students to be assessed: all

How the assessment will be scored: answer sheet

Standard of success to be used for this assessment: All 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

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 generally 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 some effort.

Assessment 1

Assessment Tool: Composition

Assessment Date: Fall 2015

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 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.
2. Guess the meaning of unknown vocabulary in a low intermediate text.
3. Make inferences and draw conclusions about paragraphs and short pieces at a low intermediate level.
4. Engage in reading for pleasure by using the graded readers in the college library.
5. Demonstrate 70% mastery of the 1500 Word List.

6. Develop a topic through prewriting using a variety of methods.
7. Create sentences with correct boundaries, subject-verb agreement and verb use (past v. present).
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.).
9. Improve accuracy of language and clarity of ideas through revision and editing.

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 14, 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 26, 2015</i>