

Curriculum Description:

Intensive English and Academic English as a Second Language

For more specifics on prerequisites and co-requisites:

<https://www.stchas.edu/academics/majors-degrees-certificates>

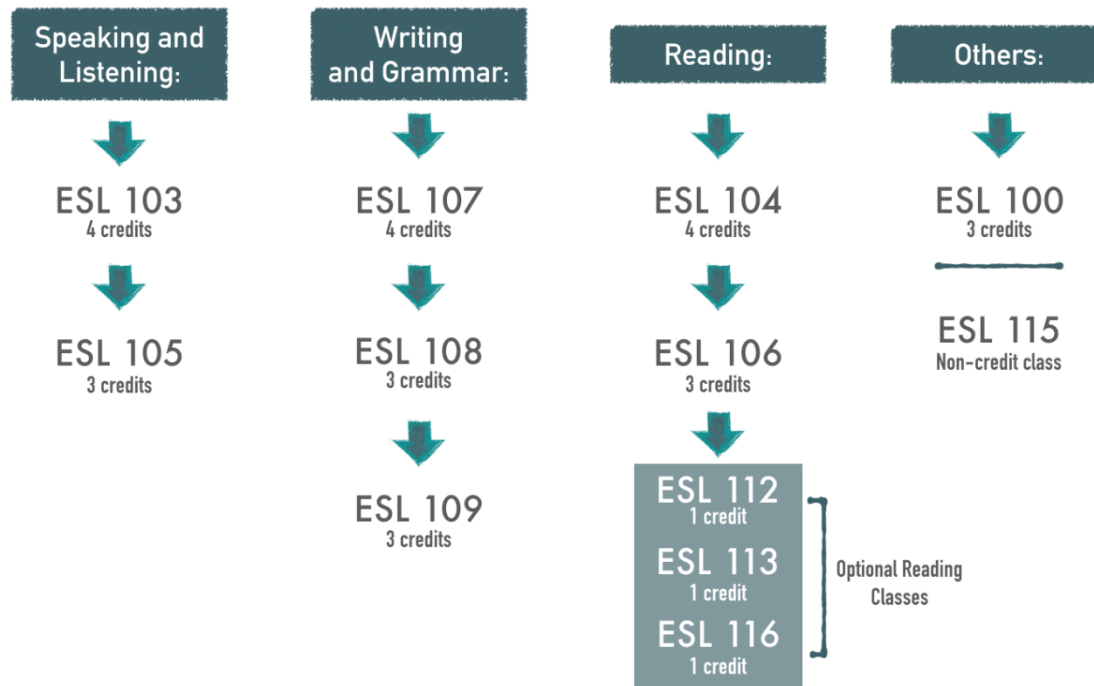
<https://www.stchas.edu/academics/course-descriptions>

Certificate of Specialization in ESL

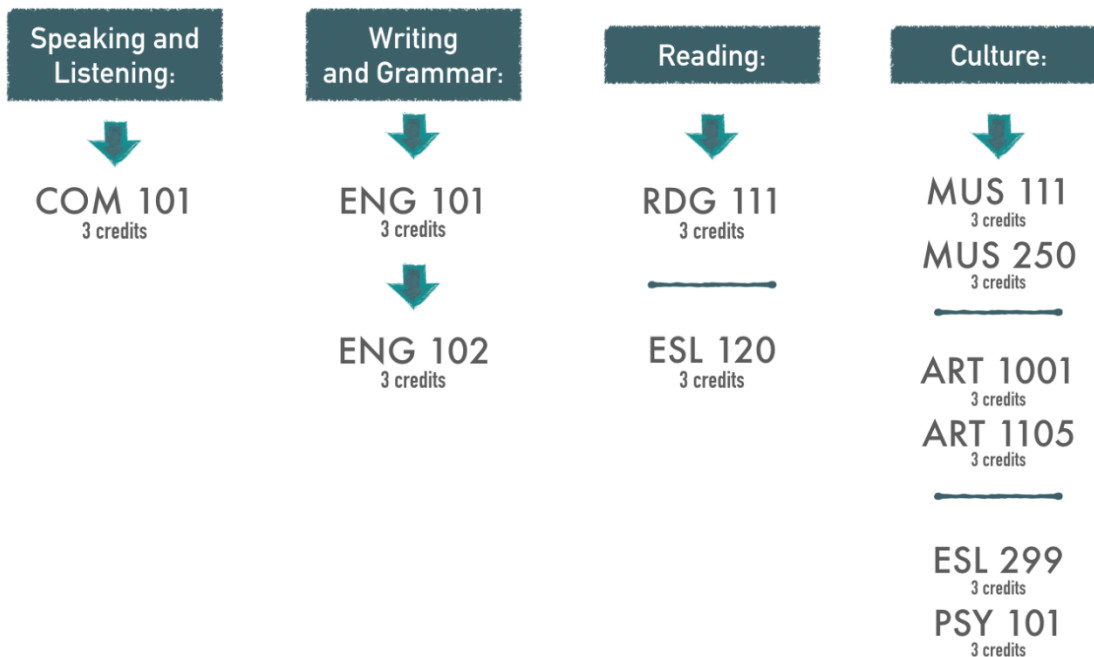
A Certificate of Specialization in English as a Second Language targets non-native speakers who are working to build English language skills while preparing to take college courses in all disciplines. It also aids those who would like to show their proficiency in English for other educational or career purposes. A flow chart is below, but more details are available at <https://www.stchas.edu/academics/majors-degrees-certificates/English-as-a-Second-Language-CS>.

This certificate contains 18-22 credit hours, encouraging mastery of English Reading, Writing and Speaking skills, and would consist of at least, but not limited to six courses.

General Education Requirements (required take 9-12 credits)



Advanced Communication & Culture Requirements (required take 6 credits):



Electives (required take 3 credits):

Any INE	Any ESL	Any COM	Any BTC
Any ART	Any PSY	Any ENG	Any LIT
Any LIT	Any PHE	Any THE	Any CPT
Any RDG	Any MUS	Any AGS	Any BIO
Any PHY	Any HIS	Any POL	Any MAT
Any ACT	HMS 100	Foreign Language*	

*must have completed ESL 108.

English Fundamentals Certificate

An English Fundamentals Certificate is also available for those who want to establish intermediate proficiency in English. The plan for that certificate is below.

English Fundamentals Certificate 12 to 16 credits

Pre-requisite	
INE 100 (or chair approval/testing out)	
General Requirements	9 credits from below
INE 101 Reading and Writing	3
INE 102 Listening and Speaking	3
ESL 100 Student Success for Non-Native Speakers	3
Electives	Student must choose at least one course from below (at least 3 credits)
INE 199 Phonics and Fluency	2
INE 111 Emerging Vocabulary 1	1
INE 112 Emerging Vocabulary 2	1
ESL 199 U.S. Community and Culture	1
MUS/ART/PHE (non-intensive English)	1-3
Intermediate course/communication experience capstone	1-4 or 30 clock hours AEL intermediate
ESL 103 Pronunciation and Listening or ESL 107 Intensive Grammar	4
Practicum (INE 190 or ESL 290)/30 hours AEL intermediate level courses taken simultaneously with INE courses	1-3/ -----

*Below is an example of an ESL student’s typical sequence/levels, but students may be placed in varying levels based on their personal goals and learning needs as well as their skills in the different areas of reading, writing, listening, speaking and cultural knowledge. The alignment with Common European Framework of Reference levels for all language learners is written on the chart, but we consider the levels to be **beginner, high beginner/low intermediate, intermediate, advanced, and high advanced/mastery regarding outcomes within the ELCI program** itself. *

Example of Non-Native Speaker Pathway

INE LEVEL 1 (A1)	INE LEVEL 2 (high beginner/low intermediate, A2)	ESL LEVEL 1 (intermediate, B1)	ESL LEVEL 2 (high intermediate, B2)	ESL LEVEL 3 (advanced, high B2-low C1)
ESL 100 (1) and 199 (1) (if not taken previously at SCC)	ESL 100 (3) and 199 (if not taken previously at SCC)	ESL 100 (3) and 199 (1) (if not taken previously at SCC)	ESL 100 (3) and 199 (1) (if not taken previously at SCC)	ESL 100 (3) and 199 (1) (if not taken previously at SCC)
INE 100 (9 credits)	INE 102 (3 credits)	ESL 103 (4)	ESL 105/SPE 101 for NNS (3)	ESL 105/SPE 101 for NNS (if not taken previously) (3)
INE 111 (1)	INE 101 (3)	ESL 104 (4)	ESL 106 (3)	ESL electives if desired
INE 112 (1) (can be taken in next semester)	INE 111 (1) and/or INE 112 (1) If not taken previously	ESL 107 (4)	ESL 108 (3)	ESL 109
ESL 115 (0)	ESL 115 (0)	ESL 115 (0)	ESL 115 (0)	ESL 115 (0)
	INE 199 (2)	ESL electives (possible)	ESL electives (possible)	General education courses/ESL certificate courses
	INE 190 (1-3)	Math in some circumstances	Math or general education classes/ESL 120 for healthcare majors ESL 299 English for Specific Purposes (business, engineering, etc.)	ESL 120 for healthcare majors if not taken previously/math/general education courses ESL 299 English for Specific Purposes (business, engineering, etc.) if not taken previously

Student Placement

How do we place our students when they enter SCC?

When we place our students, we look at a combination of reading, listening, language use, speaking, and interviews. We also look at the subcategories of vocabulary and fluency when conducting interviews and reading essays, and we may employ in-office testing.

Most heavily weighted in consideration are the following, in order of importance: essay, oral interview, listening Accuplacer, reading Accuplacer, and language use Accuplacer. When at all possible, we try to keep students in one level because of collaboration between classes and the way the schedule fits together. Electives may be recommended to address more specific fluency/vocabulary issues. It is possible to have split levels, however. For example, if a student comes in and has scored “advanced” in the listening portion of the Accuplacer and “advanced” on the oral interview, but scores a “intermediate” on the essay, the student may be placed lower in writing but higher in the other courses.

The English Language Institute, made of the Academic ESL Department and the Intensive English Department, encourages students to appeal their placement when they believe it is incorrect. The appeal may consist of one or more of the multiple measures used as determined by the department. For example, the ESL Accuplacer taken too soon may not be valid. Once a student has entered an ESL course, no appeal will be allowed.

However, if the ESL faculty members believe a non-native speaker has been inaccurately placed, the Academic ESL Department may make adjustments to the student’s placement even after the student begins taking Intensive English and ESL courses.

How do students move from level to level, class to class?

Students progress by achieving the outcomes in their classes, all which include both a combination of independent out-of-class and in-class assessments. A “C,” which indicates satisfactory achievement of outcomes, is necessary to move to the next level in any of the reading, writing, or oral/receptive communication strands. We also post-test students in the Accuplacer as well as with departmental essays, not for promotion purposes, but rather to show how students have improved as a whole. It is a “test” for our department – are we doing our job?

Non-Native Speaker Assessment Process and Appeal

Non-native speakers need to make an appointment for an ESL interview as part of the placement/testing process. This appointment can be made by going to the following webpage: www.stchas.edu/internationalappointment. Students should select ESL Interview and then choose to meet with either Dr. Dawn Huffman, Chair of the English Language Institute (Academic English as a Second Language (ESL) and Intensive English (INE) programs), or Meredith Struebing, ESL Specialist. This is best done after the other ESL essay and placement results are available. Students who wish to inquire about the Academic ESL and INE programs or who are unable to schedule an interview time may contact Dr. Dawn Huffman at dhuffman@stchas.edu or call 636-922-8574. More information on this and other assessments can be obtained by going to the following website: Internal Document:

ESL COURSE DESCRIPTIONS, OBJECTIVES, and OUTCOMES for INE and ESL

(All course descriptions available in English Language Institute and brochures, with objectives/outcomes on syllabi)

Responsible Parties: The Chair of the Department is responsible for updating this Curriculum, in conjunction with the adjunct professors and the ESL Learning Specialist. Any major updates, such as title names or course additions, REQUIRE the approval of the curriculum committee. In the future, the curriculum will be reviewed with the following scheduled program reviews. Sequences will be reviewed in years that there are not program/curriculum reviews. Both sequence reviews and program reviews include review of appropriate materials in addition to curriculum.

(The strategic plan is updated every three years; hence, it is due to be updated at the same time as the program review.)

Timeline and Responsible Parties

1. **Mandated ESL Program review 2019-20 (Chair, ESL Specialist, along with part-time faculty willing to serve, and ESL Interest Group*; reviewed by dean/vp of academic and enrollment services)**
2. **Writing courses review (2020-21) and program update (Chair, ESL specialist and writing faculty willing to serve)**
3. **Reading Courses (2021-22) and program update (Chair, ESL specialist, and writing faculty willing to serve)**
4. **Mandated Program Review (2022-23) (Chair, ESL specialist, all ESL faculty willing to serve, and ESL Interest Group; reviewed by dean/vp of academic and enrollment services)**
5. **Speaking Courses Review (2023-24) and program update (Chair, ESL specialist, and speaking faculty)**
6. **All other courses reviewed (2024-25) and program update (Chair, ESL specialist, and electives faculty willing to serve)**
7. **Mandated Program Review (2025-26) (Chair, ESL specialist, all faculty willing to serve, and ESL Interest Group; reviewed by dean, vp of academic and enrollment services).**

INTENSIVE ENGLISH

INE 100: Intensive Grammar

Course Description and Objectives: This course will focus on helping students in the beginning levels of language improve both their receptive and productive language skills and build their vocabulary in preparation for the more academically demanding second-level INE courses. This course will teach students the conversational and survival skills needed to function in their new environment, but it will also include written and oral sentence construction, pronunciation, cultural basics, reading comprehension, and other linguistically appropriate content. Activities will include basic spelling and phonics practice, speaking and reading exercises, one-to-one and small group conversation practice, computer-aided learning/Canvas activities, and short writing activities and journals. A grade of “C” or better is needed to move into the next courses, INE 101 and INE 102. Students taking this course will be informed that it requires intensive practice outside class, and that they must be academically ready before moving

on. The pathway and the length of the pathway will be explained to them because these students are coming in at a lower level and can expect 18 to 24 months of instruction.

Course Outcomes: Students will do the following by the end of the semester:

- Learn basic spelling patterns
- Develop sight word vocabulary
- Learn how to sound out both basic short words and academic words
- Conduct basic conversations, both producing and comprehending. For example, a basic conversation may discuss hobbies, families, school assignments, course registration, weather, opinions, etc.
- Read short paragraph passages aloud
- Write narrative journals about activities or opinion journals about issues.
- Begin to read using “thought groups” instead of reading word by word
- Develop academic skills, including adhering to assignment deadlines and understanding how to submit items on Canvas.
- Feel more secure speaking with native speakers through activities such as mentor-mentee meetings, ACE Center meetings, Conversation Circle, participation in international events on campus, etc.
- Write simple and compound sentences
- Demonstrate knowledge of simple grammar rules, such as simple verb tenses, irregular plurals, subject-verb agreement with basic verbs, etc.

INE 101: Intensive English: Reading and Writing

Course Description and Objectives: Instruction for non-native-speaking students in developing emerging reading and writing skills in English. Students will work on essential writing skills at sentence level composition, and they will study vocabulary and idioms. Students will also be required to read, discuss and analyze short selections. Culture sharing and acclimation to the environment in the United States will also make up some of the reading and writing assignments.

Course Outcomes: Students will do the following by the end of the semester:

- Identify and write the four types of sentences, including declarative, imperative, exclamatory, and interrogatory
- Be able to identify simple, compound, and complex sentences with 80 percent accuracy
- Compose several types of paragraphs using emerging grammar skills, both in class and at home
- Enhance knowledge of tier two and tier three vocabulary
- Read and analyze, comprehend, and synthesize information from texts appropriate to the intensive English difficulty level
- Respond to writing and reading prompts with answers that show contextual understanding of the questions

INE 102: Intensive English: Listening and Speaking

Course Description and Objectives: Instruction for non-native speaking students to develop emerging English listening and speaking skills in both academic and life-skills based situations. Activities will build students' confidence in speaking English. Students will practice pronunciation and listen to English at word level, sentence level, and in simple conversations. Vocabulary, terminology, idioms, slang, grammar, and syntax will be taught implicitly and explicitly. Students will discuss, interpret, and analyze short readings or videos. Both culture sharing and everyday conversational strategies and topics will be included.

Course Outcomes: Students will do the following by the end of the semester:

Describe possible solutions to today's global and environmental problems

- Discuss cultural differences in a tactful and informative manner
- Become comfortable and more confident speaking in small and large group settings
- Participate in small group and class discussions about cultural, socioeconomic, and personal issues.
- Prepare and deliver presentations and discussions.
- Comprehend non-verbal communication in a variety of cultures
- Utilize different types of speaking strategies, including summarizing, questioning, and role playing.

INE 111: Emerging Vocabulary I

Course Description and Objectives: Basic class to immerse students in vocabulary appropriate level of Intensive English. Also focuses on use of vocabulary in conversation and writing. Word recognition and spelling will be addressed. Note: This class will begin to focus on vocabulary that may arise in academic settings, but will also include words from everyday life to increase students' tools for operating in American society. To take this course student must place into Intensive English or ESL classes.

Course Outcomes: Students will be able to do the following by the end of the semester:

1. Students will learn more than 250 words to the point of recognition and basic use, but they will also begin to understand how to grasp meaning from context.
2. Students will use and recognize these new words in spoken conversations.
3. Students will integrate these words into writing products, such as sentences and paragraphs, and they will begin to self-edit their writing.
4. Students will study and attempt to master the pronunciation of the targeted words with 80 percent accuracy desired.

INE 112: Emerging Vocabulary II

Course Description and Objectives: This class will immerse students in vocabulary appropriate their level of Intensive English, but it will also focus on use of the vocabulary in conversation

and writing. Word recognition and spelling will be addressed and graded. It is key to note that this class will begin to focus on vocabulary that may arise in academic settings, but will also include some words from everyday life to increase students' tools for operating in American society. The class will place increased emphasis on word connotations, vocabulary expansion with word trees, grammatical forms, and finally, collocations.

Course Outcomes: Students will be able to do the following by the end of the semester:

1. Students will learn more than 250 words to the point of recognition and satisfactory to proficient use, but they will also further understand how to grasp meaning from context.
2. Students will use and recognize these new words in spoken conversations.
3. Students will integrate these words into writing products, such as sentences and paragraphs, and they will self-edit their writing although errors will of course remain.
4. Students will be able to use word form knowledge to create new words.
5. Students will study and attempt to master the pronunciation of the targeted words with 80 percent accuracy desired.
6. Students will learn the meanings of common prefixes and suffixes.

ESL 190 Intensive English Practicum

This course, while not a true practicum, will provide an immersive experience for students to demonstrate general competency with the English language as well as improve both their receptive and productive language skills outside the immediate academic environment. In addition, the course will require reflection, through journals and discussions, on content learned, and the professor must verify the students' attendance and participation in the setting where the students are placed. This experience could include volunteer opportunities/exchanges here on campus, in the community, or even abroad where World English is practiced. Additional language skills acquired outside the classroom will include idioms, conversational skills, cultural competence, and increased vocabulary (even in World English), with expectations consistent with the intermediate level (beginning Academic ESL). A grade of C is passing, but a "B" or better is required for this experience to count toward the certificate. In addition, this course could also be offered with a service learning option.

: By the end of the semester, students will be able to do the following:

- Employ the use of emerging oral/written English outside the classroom in a volunteer position/exchange on campus, in the community, or abroad.
- Develop familiarity with different speakers of the English language and their variations in tones, accents, rate, etc. This could be measured with an after-course survey.
- Improve fluency when speaking acknowledging that grammatical accuracy is still being acquired
- Conduct basic conversations, both producing and comprehending, to achieve the ends required of the students' practicums.
- Read and comprehend any directions required to perform their duties (and ask for help when this is not possible).

- Write journals about activities to be submitted periodically during the experience and reviewed with the professor.
- Reflect and participate in 10 to 15 minute discussions (both in speaking and writing about learning experiences) when in class.
- Display important professional skills, including appropriate dress, punctuality and adherence to deadlines.
- Present a graded portfolio that reflects and summarizes on their experience.

INE 199: Phonics and Fluency for Non-Native Speakers

Course Description and Objectives: This course will focus on helping students improve their pronunciation and fluency, especially when reading aloud. Activities will include spelling and phonics instruction as well as speaking and reading exercises designed to increase reader's fluency and natural voice when reading. These oral readings help students see the proper "voice" they should be using, even when they read silently, so that their comprehension will improve. Students will read short selections as well as a novella or appropriately-leveled novel. A grade of "C" or better is needed to move into the next ESL class, ESL 104. Emphasis will be on speaking although writing will be part of the class curriculum as well.

Course Outcomes: Students will be able to do the following by the end of the semester:

- Learn common English spelling rules and patterns
- Increase sight word vocabulary
- Learn how to sound out both common short words and longer academic words
- Follow "signals" when reading, including periods, exclamation points, question marks, commas, and other punctuation.
- Read aloud from increasingly difficult materials
- Vary intonation and follow the proper "melodies" of American speech
- Read using "thought groups" instead of reading word by word
- Comprehend, discuss, and respond to short reading selections and novels

ACADEMIC ENGLISH AS A SECOND LANGUAGE

ESL 100: College Success and Skills for Non-Native Speakers

Course Description and Objectives: International students will learn more about community college life at SCC, including cross-cultural differences. The class will focus on helping students gain skills to be successful in college, including using the learning center to focus on areas they may need to strengthen. Subjects addressed in the class include setting goals, using technology, budgeting time, cultivating listening skills, improving study skills, and thinking critically. This course will foster increased vocabulary skills, including strategies for learning new words. A significant amount of time must be devoted to this course outside of class and extra time may be required at the ACE Learning Center or college events. Attendance at these events is mandatory.

Course Outcomes: Students will do the following by the end of the semester:

- Recognize the meaning and demonstrate controlled knowledge of selected academic vocabulary words
- Develop and apply strategies for vocabulary learning
- Analyze words for syllable, stress, and spelling patterns
- Actively use new vocabulary words
- Improve language skills and confidence when using the language as reflected in an end of the semester survey
- Understand the various aspects of college life as discussed in the course description and measured with quizzes throughout the semester
- Reflect on participation in service learning and their role in the global community
- Demonstrate familiarity with campus services and resources
- Show readiness to advance in the ESL and general education programs at the college.

ESL 103: Pronunciation, Communication, and Listening for Non-Native Speakers

Course Description and Objectives: ESL 103 targets improving non-native English speakers' pronunciation. Topics include the American style of intonation, speech rhythm, speech production, and syllable stress to build confidence and clarity in oral communication. A variety of activities will focus on speaking and listening in both small groups and one-on-one. The course will enable students to gain confidence in their speaking as they discuss important contemporary issues and cultural differences. The course is designed for students of an intermediate level or above. Attendance and participation in class is essential for success in this course.

Course Outcomes: Students will be able to do the following by the end of the semester:

- Discuss and evaluate potential solutions to current global and environmental issues
- Discuss cultural differences in a respectful and informative manner
- Demonstrate confidence and competence in public speaking
- Participate actively in small group and class discussions about a variety of topics
- Prepare and deliver presentations and speeches, including debates, dialogues, interviews, and others
- Comprehend non-verbal communication across cultures
- Utilize a variety of strategies for communicating effectively
- Speak fluently at an appropriate speed with little or no hesitation
- Use clear and comprehensible pronunciation
- Use grammar and vocabulary correctly so that the meaning is not disrupted
- Show readiness to proceed to ESL 105.

ESL 105: Advanced Conversation and Speaking Skills for Non-Native Speakers (COM 101)

Course Description and Objectives: SPE 101/ESL 105 Course Description: ESL 105 focuses on importance of communication competence in a variety of situations. Topics include verbal and nonverbal communication, listening, perception, self-concept, small group communication, and public speaking. Students are required to prepare and present three to four graded oral

presentations. This course is designed to build speaking and listening skills for nonnative speakers who have had some fluency instruction in speaking English, but need guided practice in refining conversation, making presentations and listening in a variety of situations.

Other topics to be discussed include self-concept, others' perceptions, and the importance of being able to communicate in a variety of situations. Because this class is aimed at international students and non-native speakers, it will include readings, communication, films and conversation about international and multicultural issues.

This course will provide students with an understanding of oral communication essentials and their application, which will allow them to become well-informed global citizens and college students. Sharpening English speaking, conversation, and listening skills will help students meet the challenge of everyday and corporate life in the United States. Students will develop a better understanding of global issues and converse about pertinent topics, including current events, worldwide concerns, and cultural values. They will also participate in listening skills exercises and tests and learn how to prepare and make presentations before small and larger groups.

Course Outcomes: Students will do the following by the end of the semester:

- Describe possible solutions to today's global and environmental problems
- Discuss cultural differences in a tactful, yet informative, manner
- Increase confidence when speaking in public
- Participate in small group and class discussions about cultural, socioeconomic and personal issues
- Identify and define different aspects of communication and perception, including self-concept, self-disclosure, self-awareness, and the difference between hearing and listening.
- Students will distinguish between several types of listening in situational contexts.
- Prepare and deliver well-organized, critically thought-out presentations as shown in presentation rubrics
- Understand differences in non-verbal communication throughout many different cultures
- Use different types of speaking strategies, including persuasive, informative and analytic, while refining pronunciation
- Improve comprehension and listening as demonstrated through student responses
- Show readiness to speak with confidence in presentations in other classes, including those with native speakers

ESL 104: College Reading for Non-Native Speakers

Course Description and objectives: Directed practice in college reading skills emphasizing vocabulary, comprehension, critical thinking, reading efficiency and reading across the curriculum for non-native speaking students. This course will provide students with instruction in reading techniques and vocabulary enhancement. Students need to be present in class to practice skills, work on vocabulary, read, and participate in discussions about the readings. This course will enhance the academic skills of students, as well as provide skills that allow them to

comprehend and analyze what is read. In addition, lessons will focus on vocabulary acquisition and application. Attendance and participation in class is essential for success in this course.

Course Outcomes: Students will do the following by the end of the semester:

- Enhance academic skills such as outlining, note-taking, and skimming
- Analyze and comprehend various types of readings (novels, essays, lyrics, poems, articles, etc.)
- Convey their thoughts in an oral (discussion) and written (response to reading) manner.
- Exhibit command over the components of a summary and be able to produce a summary after reading a variety of texts.
- Actively utilize vocabulary through the use of context clues and written applications.
- Apply critical thinking skills in analysis, comprehension, and application in both class discussions and testing
- Show readiness to proceed to ESL 106.

ESL 106: Advanced Reading for ESL Students

Course Description and Objectives: This course is designed to improve reading for college work; directed practice in college level reading, vocabulary, comprehension, and critical thinking will be the focus. This course will instruct students in topics that include the following: identifying main idea and supporting details, determining author's purpose and tone, distinguishing between fact and opinion, identifying patterns of organization in a paragraph or passage and identifying transition words associated with each pattern, detecting and using context clues to determine the meaning of words, recognizing logical inferences and conclusions, and pinpointing the point and support of an argument.

Course Outcomes: Students will do the following by the end of the semester:

- Enhance grasp of vocabulary and apply it to oral and written communication
- Participate in small group and whole class discussions, particularly in regard to the choices and ethics related to the novel(s) read
- Read and analyze two novels
- Use critical thinking skills to gain a deeper comprehension of various texts
- Identify and apply various reading strategies to increase comprehension of various texts
- Analyze the meaning and craft that the author used in various texts
- Write a culminating essay that compares and contrasts various texts and analyzes the significance to their daily lives
- Show readiness to proceed to classes where critically reading textbooks, novels, and other relevant information is required

ESL 107: Intensive Grammar Review for Non-Native Speakers

Description and Objectives: This course provides college-level review of grammar and vocabulary for ESL students, emphasizing target grammar concepts, sentences and paragraph structure, vocabulary, idioms and reading skills. It will focus on reading, comprehension,

composition, and grammar skills needed for college. Students will learn how to write concise sentences and structured paragraphs, culminating with a final essay. They will also engage in activities that help improve grammar, usage and vocabulary. In addition, students will read, discuss and write about material they read. Students will work individually, in groups and as a class. Daily Oral Language assignments will be generated according to the grammar/usage needs determined by the teacher.

Course Outcomes: Students will be do the following by the end of the semester:

- Demonstrate knowledge of how to construct a proper sentence, paragraph, and traditional essay
- Generate topics and plan writing, including descriptive, narrative, and persuasive paragraphs
- Recognize and correct mistakes in spelling, grammar and usage, both in their own writing and in other samples
- Demonstrate comprehension of articles and short readings
- Read and analyze short readings and articles
- Exercise their overall verbal skills in reading, writing, speaking, and listening
- **Show readiness to proceed to ESL 108.**

ESL 108: Intermediate Composition for Non-Native Speakers

Course Description and Objectives: Advanced instruction for non-native-speaking students in developing college level writing skills in English. Students will work on essential composition skills, including sentence, paragraph, and essay skills, as well as advanced grammar skills. Students will also be required to read, discuss and analyze short essays and selections as the foundation of discussion and writing.

This course will focus on reading, comprehension, composition, and grammar skills needed for college. Students will learn how to write concise sentences, structured paragraphs, and well-organized essays, culminating with a research paper. They will also engage in activities that help improve their grammar, usage and vocabulary. In addition, they will read, discuss and write about short stories, essays and articles. Students will work individually, with partners, in groups and as a class. Daily Oral Language assignments will be generated according to the grammar/usage needs determined by the teacher. Because this class meets for 3 hours per week, a significant amount of time must be devoted to this course outside of class.

Outcomes: Students will do the following by the end of the semester:

- Demonstrate knowledge of how to construct a proper sentence, paragraph, essay, and final research paper.
- Gain a more complete understanding of cultures through reading articles and writing essays
- Generate topics and plan writing.
- Recognize and correct mistakes in spelling, grammar and usage, both in their own writing and in other samples.

- Demonstrate comprehension of short stories, essays and articles.
- Exhibit an understanding of persuasive, narrative, descriptive, and other styles of writing as shown in writing samples and testing situations
- Exercise overall verbal skills in reading, writing, speaking, and listening
- Plan and write a well-developed four or five paragraph essay (depending on format needed) in a timed setting (45-55 minutes)
- Using appropriate tone and style, should be able to tailor their writing to the subject on which they have been asked to write.
- Self-edit in a timed essay situation so that grammatical and usage errors are reduced and do not hinder the delivery of the message or distract the reader.
- Use proper MLA formatting and citation style with classroom and/or learning center support.
- Show readiness to proceed to ESL 109

ESL 109: Research Writing for Non-Native Speakers

Course Description and Objectives: Students will build skills in composition with a focus on skills necessary for writing research papers: familiarity with using the library, online databases, integrating research into essays, (MLA and APA form), while advancing reading skills, grammar, and sentence structure. Reading and writing assignments will be enhanced with classroom discussion, peer editing, and conferencing.

Students taking this course should have a strong grammatical foundation; advanced grammar skills will be honed and built upon. Students will read models of various types of writing and respond in essay format. Students will write 4 five-paragraph essays, including a research paper. A significant amount of time outside of class will be devoted to essay writing and other research.

Course Outcomes: Students will do the following by the end of the semester:

- Demonstrate knowledge of how to construct a proper sentence, paragraph, research-based essays, and final research paper.
- Become experts on incorporating the full writing process (pre-writing & outlining, drafting, revising, editing, and publishing).
- Utilize proper organization and structure when writing a 5-paragraph essay, including effective thesis statements.
- Recognize and correct mistakes in spelling, grammar, and usage, both in their own writing and in other samples.
- Demonstrate competency in writing expository essays (cause & effect, definition, and analysis), and a final argumentative research paper.
- Utilize research skills such as paraphrasing, summarizing, and quoting; apply citation techniques appropriately to avoid plagiarism.
- Apply techniques to improve writing such as appropriate tone and diction, incorporating leads and transitions, and writing effective, concise sentences using a variety of sentence styles.
- Show improvement in reading, writing, listening, and speaking
- Show readiness to proceed to ENG 101

ESL 112: Academic Vocabulary Across the Curriculum

Course Description and Objectives: Students will improve their academic vocabulary beyond the vocabulary (learning styles, housing, student activities, and education) taught in ESL 100: Student Success and Skills at SCC. Students in ESL 112: Academic Vocabulary Across the Disciplines will explore the meanings, pronunciation, and usage of words in course areas they may take as part of their general education classes, including science, psychology, math, literature, etc. as well as their chosen majors. Students will also study word parts, word forms, collocations, and comprehension within context to help them expand their knowledge beyond the academic word list vocabulary. This course can be taught online or on-ground.

Because this class meets online, a large amount of time must be devoted to this course. Please check Canvas for your assignments. At times extra assignments and mandatory assignments will focus on using English outside the classroom and will require visits to the ACE Center or outside workshops. Finally, preparation for class is the key to a good grade!

Course Outcomes: By the end of the semester, students will be able to do the following:

1. Improve their understanding of words used in various disciplines, as evidenced by a pre-test and post-test.
2. Practice the pronunciation of vocabulary of words on the Academic Word List, seeking help for “trouble” words from their professor and/or the ACE Center.
3. Gain experience in using vocabulary words in conversations, especially academic scenarios, with 80 to 85 percent accuracy.
4. Complete charts with assigned words, correctly filling out word forms for each word assigned.
5. Use the information presented on collocation of words to form sentences or to recognize meanings.
6. Produce a final writing product, such as an essay, report, role play, or presentation, using the vocabulary they have learned in class with 90 percent accuracy.

ESL 113: Advanced Vocabulary for Special Purposes

Course Description and Objectives: This class will concentrate on teaching students vocabulary for specific areas, such as culinary arts, business, engineering, etc. Because they are concentrating on one particular interest or career area, students will be able to delve deeply into the usage, connotations, meanings, spelling, and context of the specialized words, slang, or jargon. They will gain experience in using and listening to the vocabulary. Online learning will be a component of this class.

Course Outcomes: By the end of the semester, students will be able to do the following:

- Pronounce words in the specialized area correctly after having practiced and having sought help with “trouble” words from the professor and the ACE Center
- Understand conversations using specialized vocabulary
- Produce a final writing product, such as an essay, report, or presentation using the specialized vocabulary they have learned in class.

- Improve their understanding of words used in specific career or study areas, as demonstrated in a pre-test and post-test on given words.

ESL 116: Conversation and Current Events

Course Description and objectives: Conversation development based on current events, cultural issues and academic concerns. Vocabulary, spoken grammar skills and listening comprehension will be emphasized. The course will allow students to reflect on current events and topics relevant to their lives, encouraging the skills of summarization, evaluation of reliability, and sharing of opinions.

Course Outcomes: Students will be able to do the following by the end of the semester:

- Employ listening comprehension to videos, teacher lectures, student presentations, and other sources.
- Summarize and offer opinions about current events, utilizing both formal and informal techniques
- Apply research skills to evaluate reliable sources
- Learn & apply academic vocabulary in spoken and written activities
- Develop and express opinions respectfully when discussing current events

ESL 120: Healthcare Success for Non-Native Speakers

Course Description and Objectives: This course, especially meant for non-native students entering the healthcare fields, offers instruction in prefixes, suffixes, and root words that make up medical terminology. It also includes information about the American health care system and general health care vocabulary, as well as communicating in health care facilities, reading health care textbooks, professional literature and medical records, and the basics of learning in labs and clinicals. In addition to medical terminology, reading, and health topic conversations, students will study and learn vocabulary found on the HESI.

Course Outcomes: Students will be able to do the following by the end of the semester:

- Comprehend and apply medical terminology and general health care vocabulary in scenarios and role-play activities related to health care careers.
- Derive meaning from prefixes, root words, and suffixes when encountering new medical terminology.
- Effectively “sound out” and pronounce at least 50 percent of the medical terminology and health care vocabulary encountered
- Achieve an 80% competency in general health care vocabulary and 70% in medical terminology.
- Apply critical thinking to scenarios and role-play activities related to health care careers.
- Become familiar with the layout and basic meaning of medical charts and general medical forms.
- Increase both fluency and comprehension when speaking and listening
- Verbalize questions they may have about the material encountered

ESL 290 Academic English as a Second Language Practicum

Course description and objectives: This course, though not a true practicum, will provide an immersive experience for students to demonstrate advanced competency with the English language as well as hone both their receptive and productive language skills outside the immediate academic environment. In addition, the course will require written and oral reflection, through journals and discussions, on content learned, and the professor must verify the students' attendance and participation in the setting where the students are placed. This English-intensive experience could include volunteer opportunities/exchanges here on campus, in the community, or even abroad where World English is practiced extensively. Additional language skills acquired outside the classroom will include idioms, conversational skills, cultural competence, and increased vocabulary (even in World English), with expectations consistent with the advanced level (ESL 109/COM 101 level). A grade of C is passing, but a "B" or better is required for this experience to count toward the Academic ESL Certificate. In addition, this course could also be offered with a service learning option. In certain cases, the chair may allow this course to be substituted for one of the required courses in the Academic ESL Certificate.

Course Outcomes: By the end of this semester, students will be able to do the following:

- Employ the use of extensive oral/written English outside the classroom in a volunteer position/exchange on campus, in the community, or abroad.
- Become comfortable with different speakers of the English language and their variations in tones, accents, rate, etc. This could be measured with an after-course survey
- Demonstrate the refining of speaking skills, including fluency and grammatical structures. Students would be asked to write down and "act out" a few sample dialogues, to be graded with a rubric.
- Conduct conversations required of the students' practicums but also to further their knowledge of the context in which they are serving and/or the culture(s) that they are experiencing.
- Read and comprehend directions required to perform their duties.
- Write analytical journals concerning issues centered around their cultural/professional/volunteer experiences. For example, someone volunteering at a pet shelter may discuss the issues of "pet abandonment," "euthanasia" or "city laws prohibiting certain breeds."
- Reflect and participate in discussions (both in speaking and writing) about cultural and learning experiences and the relevancy of their practicum (how it relates to their chosen career, for example).
- Display important professional skills, including appropriate dress, punctuality, regular attendance, and adherence to deadlines. The person with whom the student is volunteering, whether on campus or in the community, will rate whether the student met this standard.
- Present a graded portfolio that reflects on their experiences.

ESL 299 English for Academic Purposes

Course Description and Objectives: Focuses on practice of all four ESL skills of listening, reading, writing and speaking in a specific area, such as business, culinary skills, etc. Emphasis on application of English skills in mock real-life situations that ESL students may encounter in chosen field. Critical thinking and cultural differences will also be addressed. May be paired with a vocabulary class that addresses special topics as well. Recommended to be taken with ESL 113.

Course Outcomes: By the end of the course, students will be able to do the following:

- Improve their proficiency in reading and responding to issues within the chosen specific areas, with progress marked in a pretest and post-test scenario.
- Increase their understanding of common expressions and idioms used in the specific area being discussed.
- Develop confidence and fluency when speaking about the specific subject being studied.
- Practice listening to model authentic conversations and lectures about the specific subject being studied, and they will respond when asked to do so.
- (Other outcomes may be added according to the instructor's discretion.)