

Modesto Junior College  
Course Outline of Record  
**AGGE 146**

## **I. OVERVIEW**

*The following information will appear in the 2016 - 2017 catalog*

### **AGGE 146—AGRICULTURE, ENVIRONMENT AND SOCIETY**

**3 UNITS**

**54 Lecture Hours , 108 Outside-of-Class Hours = 162 Total Student Learning Hours**

The sociology of agriculture presented through an examination of relationships between societies and their environments, economics, and agriculture. Emphasis on the analysis of agriculture's use of technology and the corresponding impact on the environment, economy and society. Field trips might be required. Not repeatable. (A-F or P/NP) **Transfer:** (CSU, UC) **General Education:** (MJC-GE: B ) (CSU-GE: D7 )

## **II. LEARNING CONTEXT**

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

### **A. COURSE CONTENT**

#### **1. Required Content:**

- A. Selected historical views of the relationship between agriculture, the environment and society
  1. Definitions of terms: agriculture, society, environment
    - a. Goals of agriculture
    - b. Function of social institutions
    - c. Components of an ecosystem
  2. Relationship between early man and the cultivation of crops and domestication of livestock and the connection between the natural sciences, social sciences, economics, and agriculture
  3. Selected highlights of human history with an emphasis on the types of social, political, and economic systems, climate, primary agricultural enterprises and quality of life
  4. Selected significant agricultural developments in the United States
    - a. Historical patterns of change in the structure of U.S. agriculture
      - i. Significant Federal agricultural legislation
    - b. Agriculture, environment and the society of Native Americans
  5. Development of California agriculture
    - a. Historical developments
    - b. Relevancy of California in world food issues

6. Agriculture and the world economy
  - a. Basic needs, income and development
  - b. Food as a weapon
  
7. Development of production and processing methods
  - a. Soil preparation
  - b. Cultural practices
  - c. Harvesting
  - d. Food handling and processing
  - e. Transportation and distribution systems
  
8. U.S. agricultural enterprises and labor
  - a. Relationship between immigration, agriculture and politics
  - b. Reduction of agricultural labor force
  - c. Non-farm organizations and agriculture
  
9. Development of agriculture and its effect on the environment
  - a. Impact of agriculture on soils
  - b. Impact of agriculture on air quality
  - c. Agricultural pest control and environment management
  
10. Changing nature of rural society
  - a. Urban influences
  - b. Decline in numbers of family farms
  - c. Urbanization of rural areas
  - d. Rural poverty
  - e. Health care
  - f. Women and agriculture
  
11. Ethical issues in agriculture
  - a. Social ethics, animal rights and animal welfare
  - b. Corporate farming
  - c. Biotechnology
  
12. Future trends in agriculture

- a. New sources of food for the world
- b. Sustainable agriculture
- c. Integrated pest management
- d. Land-use planning

## B. HOURS AND UNITS

3 Units		
INST METHOD	TERM HOURS	UNITS
Lecture	54	3.00
Lab	0	0
Discussion	0	0
Activity		0

## C. METHODS OF INSTRUCTION (TYPICAL)

*Instructors of the course might conduct the course using the following method:*

1. Instructor-facilitated discussion
2. Class lectures
3. Guest speakers
4. Models
5. Use of audio-visual materials

## D. ASSIGNMENTS (TYPICAL)

### 1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

*Time spent on coursework in addition to hours of instruction (lecture hours)*

- A. Daily reading of related materials.
- B. Daily collection of related news.
- C. Weekly research activities.
- D. Preparation for final exam.

### 2. EVIDENCE OF CRITICAL THINKING

*Assignments require the appropriate level of critical thinking*

- A. Define, collect, analyze and evaluate a current agriculture/environmental/social issue through conducting original qualitative research. Siedman said, "At the root of in-depth interviewing is an interest in understanding the experience of other people and the meaning they make they make of their experience". Students will plan and conduct a qualitative interview of someone involved with, or affected by, an agriculture-related issue.
- B. A research question should be developed prior to identifying an interviewee. Research questions are written after the subject has been contacted and an interview arranged. The interview session should last approximately 15 minutes. The document should minimally include:

1. Introduction to the interview
2. Purpose of the interview
3. Why the student choose this person and subject
4. Background of interviewee
5. Relevant historical notes, or background information
6. Description of methodology and list of questions, if applicable
7. Description of interview process
8. Interview- Tell the story as the data was directed, collected, an interpreted
9. Conclusion
10. Lesson learned
11. Sources

#### **E. TEXTS AND OTHER READINGS (TYPICAL)**

1. **Book:** Diamond, Jared (2005). *Guns, Germs, and Steel: The Fates of Human Societies*. (3rd/e). New York, NY W.W.Norton and Co..
2. **Book:** Reisner, M. (1993). *Cadillac Desert, The American West and Its Disappearing Water*. New York, NY Penguin Books.
3. **Book:** Diamond, J. (2011). *Collapse: How Societies Choose to Fall or Succeed*. New York, NY Penguin Books.
4. Other: Instructor-generated handouts
5. Other: Ehrlich, Ehrlich, and Daily. ( 1995). *The Stork and The Plow, The Equity Answer to The Human Dilemma*. New Haven & London: Yale University Press.

Eldredge, N. (1998). *Life in the Balance, Humanity and the Biodiversity Crisis*. Princeton, NJ: Princeton University Press.

World Resources Institute. (2000). *World Resources 2000-2001: People and Ecosystems: The Fraying Web of Life*. Washington D.C.: World Resources Institute.

World Resources Institute. (1994). *World Resources 1994-1995: A Guide to The Global Environment: People and the Environment, Resources Consumption, Population Growth, Women*. New York, NY: Oxford University Press.

### **III. DESIRED LEARNING**

#### **A. OBJECTIVES**

##### **1. Required Objectives**

*Upon satisfactory completion of this course, the student will be able to:*

- a. Describe the historical and geographical relationship between agriculture, the environment and a given society.
- b. Discuss the development of production, processing, and distribution methods of the various agricultural products.

- c. Identify the historical relationship between immigration, labor, agriculture, and politics in the United States with special emphasis in California.
- d. Outline the development of agriculture and its effect on the environment.
- e. Describe the changing nature of rural society.
- f. Discuss the roles and contributions that California's ethnic and cultural populations have made to agriculture.
- g. Identify the nature of current ethical issues in agriculture.
- h. Discuss trends in agriculture.
- i. Define, collect, analyze, and evaluate data pertaining to a current agricultural-environmental-social issue.

#### **IV. METHODS OF EVALUATION (TYPICAL)**

##### **A. FORMATIVE EVALUATION**

1. Evaluation of group research presentations.
2. Evaluation of participation in weekly small group discussions.
3. Evaluation of student journals.
4. Quizzes-weekly assessment of class materials
5. Exams-Midterm (objective and essay)

##### **B. SUMMATIVE EVALUATION**

1. Final exam including comprehensive evaluation.
2. Evaluation of Final Qualitative Research Project.

# AGGE - 146: Agriculture, Environment and Society

## Course Learning Outcomes

*Upon satisfactory completion of this course, the student should be prepared to:*

1. Evaluate society's impact on agriculture.
2. Describe who the stakeholders are in the development of California's central valley.
3. Describe the relationship between agriculture and society.

Modesto Junior College  
Course Outline of Record  
**ANSC 275**

## **I. OVERVIEW**

*The following information will appear in the 2020 - 2021 catalog*

### **ANSC 275—LIVESTOCK MARKETING AND SHOW MANAGEMENT**

**3 UNITS**

**36 Lecture Hours, 54 Lab Hours , 72 Outside-of-Class Hours = 162 Total Student Learning Hours**

Livestock marketing and show management as it relates to skills in organizing, administration and operation of livestock shows and sales. Field trips might be required. Not repeatable. (A-F or P/NP)  
**Transfer:** (CSU)

## **II. LEARNING CONTEXT**

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

### **A. COURSE CONTENT**

#### **1. Required Content:**

- A. Overall goals and purposes of livestock shows and sales
  - 1. Ethics training for exhibitors and participants
  - 2. Ethical treatment of animals
  - 3. Public perceptions
- B. Event planning, advertising preparation
  - 1. Entry forms
  - 2. Sale programs
  - 3. Design of advertisement
  - 4. Photography
- C. Committees and organizational structure for a livestock sale
  - 1. Ring stewardship
  - 2. Animal preparation - lotting, number ID
  - 3. Requirements for auctioneer
  - 4. Receipts and fund management
- D. Committees and organizational structure for a livestock show

1. Ring stewardship
  2. Livestock classification - age, breed, sex
  3. Unloading and load out paperwork
  4. Rules and regulations for show animals
- E. Selection and utilization of software programs associated with livestock shows and sales
- F. Scheduling and logistics associated with livestock shows and sales
- G. Equipment set-up and requirements for shows and sales
1. Safety requirements
  2. PA systems
  3. Audience-observer location
  4. Pen set up, take-down and placement
  5. Use of other equipment (fans, blowers, chutes etc.)
- H. Conflict resolution and problem solving
- I. Safety and security at livestock events

**2. Required Lab Content:**

- A. Equipment Operation for events:
1. Forklift and tractor operation
  2. Safety
  3. Sound systems & their operation
  4. Other equipment
- B. Space requirements for various events
1. Cattle shows & sales
  2. Small livestock shows & sales
  3. Display booths and vendor organization
  4. Other types of events
- C. Visit, review and analyze event venues in the local area
- D. Set up and preparation for livestock shows or sales
- E. Demonstration and practice using software appropriate for livestock shows and sales

1. Pedigree evaluation
2. Breed classifications

## B. HOURS AND UNITS

3 Units		
INST METHOD	TERM HOURS	UNITS
Lecture	36	2.00
Lab	54	1.00
Discussion	0	0
Activity	0	0

## C. METHODS OF INSTRUCTION (TYPICAL)

*Instructors of the course might conduct the course using the following method:*

1. Lecture
2. Demonstration
3. Guided practice
4. Possible field trips

## D. ASSIGNMENTS (TYPICAL)

### 1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

*Time spent on coursework in addition to hours of instruction (lecture hours)*

- A. Study and preparation for weekly quizzes.
- B. Preparation of weekly laboratory reports.

### 2. EVIDENCE OF CRITICAL THINKING

*Assignments require the appropriate level of critical thinking*

- A. Design a "Sale order" for a Sheep Sale. Include pictures for each lot number in the sale. Include pedigree and animal sire and dam information for the sale order.
- B. Develop a set up schedule and a map of the sale block, pens for a Hog Sale.

## E. TEXTS AND OTHER READINGS (TYPICAL)

1. Periodical: "Pacific Showcase." 11-01-2018.
2. Periodical: "Seedstock Magazine." 11-01-2018.

## III. DESIRED LEARNING

### A. OBJECTIVES

#### 1. Required Objectives

*Upon satisfactory completion of this course, the student will be able to:*

- a. Design, organize and present a livestock show or exhibit.
- b. Utilize appropriate technology required for a livestock show or event.
- c. Demonstrate knowledge of materials and equipment required for a livestock show or sale.
- d. Demonstrate skills in set-up and preparation for an event.
- e. Demonstrate leadership and organizational skills integral to any sale or marketing event.

**2. Lab Objectives**

*Upon satisfactory completion of the lab portion of this course, the student will be able to:*

**REQUIRED OBJECTIVES:**

1. Operate equipment required for set up of events such as livestock sales - PA systems, forklifts, stages, bleachers, portable scales.
2. Set up livestock sales, marketing events and shows.
3. Demonstrate proficiency in selecting and utilizing software programs associated with livestock shows and sales.

**IV. METHODS OF EVALUATION (TYPICAL)**

**A. FORMATIVE EVALUATION**

1. Weekly quizzes
2. Laboratory reports
3. Demonstrations
4. Participation

**B. SUMMATIVE EVALUATION**

1. Final Exam
2. Event design and implementation

Modesto Junior College  
Course Outline of Record  
**ANTHR 105**

## **I. OVERVIEW**

*The following information will appear in the 2020 - 2021 catalog*

### **ANTHR 105—BIOLOGICAL ANTHROPOLOGY LABORATORY**

**1 UNITS**

**Formerly listed as: ANTHR - 105: Physical Anthropology Laboratory**  
**54 Lab Hours , 0 Outside-of-Class Hours = 54 Total Student Learning Hours**  
**Corequisite: Concurrent enrollment in or satisfactory completion of ANTHR 101.**

This laboratory course is offered as a supplement to Introduction to Biological Anthropology either taken concurrently or in a subsequent term. Students will apply laboratory exercises using the scientific method to examine processes of human evolution and variation. Lines of evidence will include the study of genetics, comparative anatomy and behavior of primates, forensic anthropology, human fossils and their reconstruction. Field trips might be required. Not repeatable. (A-F Only) **Transfer:** (CSU, UC) (C-ID: ANTH 115L) **General Education:** (MJC-GE: A ) (CSU-GE: B3 ) (IGETC: 5C )

## **II. LEARNING CONTEXT**

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

### **A. COURSE CONTENT**

#### **1. Required Content:**

#### **2. Required Lab Content:**

- A. Scientific method
- B. Principles of inheritance
  - 1. Mendelian principles
  - 2. Punnett Square and probabilities
  - 3. Genetic evidence of human variation/evolution
- C. Evolutionary mechanisms -- applications
- D. Comparative primate taxonomy, anatomy and behavior
- E. Skeletal analysis
  - 1. Human osteology and anatomy
  - 2. Forensic anthropology
  - 3. Functional morphology of fossil species
  - 4. Taxonomy of fossil species

**APPROVED-AWAITING ACTIVATION**

- F. Fossil record/dating techniques
- G. Hominid evolutionary trends
- H. Biocultural evolution
- 1. Lithic technologies

**B. ENROLLMENT RESTRICTIONS**

**1. Co-requisites**

Concurrent enrollment in or satisfactory completion of ANTHR 101.

**2. Requisite Skills**

*Before entering the course, the student will be able to:*

- A. Understand principles of evolutionary theory, primate behavior, functional anatomy and the fossil record from lecture, class discussion and outside reading materials.

**C. HOURS AND UNITS**

1 Units		
INST METHOD	TERM HOURS	UNITS
Lecture	0	0
Lab	54	1.00
Discussion	0	0
Activity	0	0

**D. METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

- 1. Instructor-facilitated laboratory exercises involving application of scientific method
- 2. Demonstration of anthropological lab techniques
- 3. Use of real and replica primate skeletal materials in instructor-directed laboratory exercises
- 4. Instructor demonstration of use of computer for data analysis techniques
- 5. Possible field trips

**E. ASSIGNMENTS (TYPICAL)**

**1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

*Time spent on coursework in addition to hours of instruction (lecture hours)*

Lab only - no outside-of-class hours required.

**2. EVIDENCE OF CRITICAL THINKING**

*Assignments require the appropriate level of critical thinking*

Typical assignments/exam prompts:

- A. Prepare a brief report that presents the results of data collection you performed during the

APPROVED-AWAITING ACTIVATION

primate behavior research project.

- B. If a person heterozygous for type B blood and the Rh factor mates with a person homozygous for type A blood and Rh negative, what is the chance that their child will have type A blood, Rh positive?
- C. Contrast the cranial and post-cranial features between *Homo erectus* and Neanderthals. Use correct anatomical terminology.
- D. a.) Identify the methods that an osteologist uses to determine age and sex of a skeleton. b) Apply these methods to the unknown skeletal material presented here to determine age and sex.

## F. TEXTS AND OTHER READINGS (TYPICAL)

- 1. **Book:** Soluri, E and Sabrina Agarwal (2015). *Laboratory Manual and Workbook for Biological Anthropology*: (1st/e). W.W. Norton.
- 2. **Book:** Walker-Pacheco, Suzanne (2017). *Exploring Physical Anthropology: A Lab Manual and Workbook* (3rd/e). Morton Publishing .
- 3. **Other:** Whitehead, P., Sacco, W., Hochgraf, S. A Photographic Atlas for Physical Anthropology. Morton Publishing. 2005. (a supplemental text that provides photographic replications of the cast and collections of the lab)

## III. DESIRED LEARNING

### A. OBJECTIVES

- 1. **Required Objectives**  
*Upon satisfactory completion of this course, the student will be able to:*
- 2. **Lab Objectives**  
*Upon satisfactory completion of the lab portion of this course, the student will be able to:*

#### **REQUIRED OBJECTIVES:**

- 1. Apply the scientific method.
- 2. Describe cell biology and demonstrate principles of inheritance and population genetics.
- 3. Explore evolutionary mechanisms.
- 4. Identify bone names and their features.
- 5. Investigate human osteology, forensic and anthropometric methods.
- 6. Compare the behaviors and anatomy of non-human primates.
- 7. Compare the anatomical features of fossil species.
- 8. Identify and evaluate the evolutionary trends in the following specimens: Australopithecus [Paranthropus], Homo habilis, Homo erectus [ergaster], Homo heidelbergensis, Homo neanderthalensis, Homo sapiens.
- 9. Investigate lithic technology as it relates to human evolution.

#### **RECOMMENDED OBJECTIVES:**

- 10. Identify living nonhuman primates and collect observation data on primate behavior (via field trip).

#### **IV. METHODS OF EVALUATION (TYPICAL)**

##### **A. FORMATIVE EVALUATION**

1. In class discussion
2. Laboratory exercises

##### **B. SUMMATIVE EVALUATION**

1. Practical identifications/exams
2. Short answer exams
3. Individual/group projects

# **ANTHR - 105: Biological Anthropology Laboratory**

## Course Learning Outcomes

*Upon satisfactory completion of this course, the student should be prepared to:*

1. Describe and employ the scientific method.
2. Describe and employ the practical experience concepts of biological anthropology.

Modesto Junior College  
Course Outline of Record  
**ANTHR 107**

## **I. OVERVIEW**

*The following information will appear in the 2016 - 2017 catalog*

### **ANTHR 107—FORENSIC ANTHROPOLOGY INTRODUCTION**

**3 UNITS**

**54 Lecture Hours , 108 Outside-of-Class Hours = 162 Total Student Learning Hours**

Introduction to forensic anthropology as an applied field of physical anthropology; the methods of solving crimes with anthropological data and applying techniques designed for the analysis of human skeletal remains (personal identification, the determination of population, cause of death, DNA analysis, and issues of collection of physical evidence). Interaction between anthropologists and law enforcement agencies and human rights issues. Field trips might be required. Not repeatable. (A-F or P/NP)

**Transfer:** (CSU)

## **II. LEARNING CONTEXT**

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

### **A. COURSE CONTENT**

#### **1. Required Content:**

- A. Introduction to the Field of Forensic Anthropology
  - 1. Definition and Historical Background
  - 2. Methods in Forensic Anthropology
- B. Establishing the Forensic Context
  - 1. Materials Found: Bone vs. Non-Bone
  - 2. Species: Human vs. Non-Human
  - 3. Context: Contemporary vs. Non-Contemporary
- C. Human Osteology and Odontology
  - 1. Determination of Ancestry
  - 2. Determination of Sex
  - 3. Determination of Age at Death
  - 4. Determination of Personal Identification Features
- D. Death, Trauma and the Skeleton
  - 1. Projectile and Blunt Trauma
  - 2. Antemortem and Postmortem Effects on the Skeleton

- E. Human Rights and Ethical Issues
- F. Role of the Forensic Anthropologist in Law Enforcement
  - 1. Recovery Scene Methods
  - 2. Estimating Time Since Death
  - 3. Chain of Evidence

**B. HOURS AND UNITS**

3 Units		
INST METHOD	TERM HOURS	UNITS
Lecture	54	3.00
Lab	0	0
Discussion	0	0
Activity		0

**C. METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

- 1. Lecture
- 2. Discussion
- 3. Instructor-supervised group work
- 4. Use of multimedia, skeletal material, computer software and instructor handouts to supplement lecture discussion and reading

**D. ASSIGNMENTS (TYPICAL)**

**1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

*Time spent on coursework in addition to hours of instruction (lecture hours)*

- A. Weekly readings of textbook, other assigned readings, and readings of extra source materials provided in class
- B. Per term writing assignments emphasizing descriptive, analytical and evaluative skills
- C. Weekly review of notes, diagrams, readings, and preparations for exams using study guides, textbook summary, and self-quizzes, and the following activities:
  - 1. Exposure to and discussion of various source materials, both primary and secondary
  - 2. Discovery and discussion of current forensic case studies
  - 3. Analysis and evaluation of forensic scenarios as developed by instructor.

**2. EVIDENCE OF CRITICAL THINKING**

*Assignments require the appropriate level of critical thinking*

- A. Typical assignments/prompts:

1. Prepare a report that evaluates the analysis of forensic remains as presented in this scenario...
2. Assess the ethical issues facing forensic anthropologists as presented in the video "Human Tragedy: The Faces of Kosovo."

#### **E. TEXTS AND OTHER READINGS (TYPICAL)**

1. **Book:** D.W. Steadman (2009). *Hard Evidence: Case Studies* (2nd/e). Prentice Hall.
2. **Book:** White, Timothy and Pieter Folkens (2005). *The Human Bone Manual* (1st/e). Academic Press.

### **III. DESIRED LEARNING**

#### **A. OBJECTIVES**

##### **1. Required Objectives**

*Upon satisfactory completion of this course, the student will be able to:*

- a. Define and describe the variety of areas researched by forensic anthropologists.
- b. Identify the techniques used in determining sex, age, and ethnicity from human skeletal remains.
- c. Identify the techniques used in determining trauma and/or pathological conditions of the human skeleton.
- d. Examine the steps necessary to establish a positive identification from human skeletal remains.
- e. Assess the role of the forensic anthropologist in relationship to law enforcement officials.
- f. Understand ethical and human rights issues.
- g. Analyze and critically assess current forensic case studies, media representations, and web sites.

### **IV. METHODS OF EVALUATION (TYPICAL)**

#### **A. FORMATIVE EVALUATION**

1. Short essays.
2. Individual case reports.
3. In class discussions.

#### **B. SUMMATIVE EVALUATION**

1. Essay exams (required).
2. Objective testing.
3. Practical identifications.



# ANTHR - 107: Forensic Anthropology Introduction

## Course Learning Outcomes

*Upon satisfactory completion of this course, the student should be prepared to:*

1. Describe the basic concepts, methods of inquiry, and the theory of forensic anthropology.
2. Identify significant data and models that contribute to our knowledge of skeletonized human remains.
3. Use anthropological perspectives to describe and explain contemporary issues.

Modesto Junior College  
Course Outline of Record  
**ANTHR 110**

## **I. OVERVIEW**

*The following information will appear in the 2020 - 2021 catalog*

### **ANTHR 110—BIOLOGICAL ANTHROPOLOGY WITH LABORATORY**

**4 UNITS**

**54 Lecture Hours, 54 Lab Hours, 108 Outside-of-Class Hours = 216 Total Student Learning Hours**

Introduction to human evolution. The evidence for human biological and behavioral adaptations is examined. Issues and topics will include the principles of genetics and evolution, human variation, comparative primate anatomy and behavior, and an assessment of the human fossil record. Students will apply laboratory exercises using the scientific method to examine these topics and issues. Field trips might be required. Not repeatable. (A-F or P/NP) **Transfer:** (CSU, UC) (C-ID: ANTH 110) **General Education:** (MJC-GE: A ) (CSU-GE: B2, B3 ) (IGETC: 5B, 5C )

## **II. LEARNING CONTEXT**

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

### **A. COURSE CONTENT**

#### **1. Required Content:**

- A. Scientific inquiry and the scientific method
- B. Areas of emphasis in anthropology
- C. History of evolutionary thought
- D. Evaluation of evolutionary mechanisms and genetics
- E. Primate taxonomy, anatomy, and behavior
- F. Paleoanthropological methods relating to fossils, stratigraphy, dating, taphonomy
- G. Fossil and genetic evidence of human evolution
- H. Analysis of interpretations of the human fossil record
- I. Biocultural adaptations
- J. Application of the anthropological perspective in addressing issues of contemporary human variation

#### **2. Required Lab Content:**

- A. Scientific method
- B. Principles of inheritance
  - 1. Mendelian principles

**APPROVED-AWAITING ACTIVATION**

2. Punnett Square and probabilities
  3. Genetic evidence of human variation/evolution
- C. Evolutionary mechanisms -- applications
- D. Comparative primate taxonomy, anatomy and behavior
- E. Skeletal analysis
1. Human osteology and anatomy
  2. Forensic anthropology
  3. Functional morphology of fossil species
  4. Taxonomy of fossil species
- F. Fossil record/dating techniques
- G. Hominin evolutionary trends
- H. Biocultural evolution
1. Lithic technologies

**B. HOURS AND UNITS**

4 Units		
INST METHOD	TERM HOURS	UNITS
Lecture	54	3.00
Lab	54	1.00
Discussion	0	0
Activity	0	0

**C. METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

1. Discussion to engage students to critically assess topics through exploration of multiple sources of information.
2. Lecture.
3. Use of photographic images, videos, computer software, fossil models, and instructor handouts to supplement lecture, discussion, and writing.
4. Instructor-facilitated laboratory exercises involving application of scientific method.
5. Demonstration of anthropological lab techniques.
6. Use of real and replica primate and fossil skeletal materials in instructor-directed laboratory exercises.
7. Instructor demonstration of use of computer for data analysis techniques.
8. Possible field trips.

## D. ASSIGNMENTS (TYPICAL)

### 1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

*Time spent on coursework in addition to hours of instruction (lecture hours)*

- A. Weekly readings of textbook, other assigned readings, and readings of extra source materials provided in class.
- B. Per term writing assignments emphasizing descriptive, analytical, and evaluative skills.
- C. Weekly review of notes, diagrams, readings, and preparations for exams using study guides, textbook summary, and self-quizzes, and the following activities:
  1. Exposure to and discussion of various source materials, both primary and secondary.
  2. Discovery and discussion of current issues in biological anthropology.

### 2. EVIDENCE OF CRITICAL THINKING

*Assignments require the appropriate level of critical thinking*

- A. Define the concept of a dominance hierarchy. What are the benefits of this social system to the primates who use it? Illustrate your answer using two specific examples from lecture, readings, or videos.
- B. Evaluate the different hypotheses for the high frequency of Tay-Sachs in people of Eastern European Jewish descent.
- C. Compare and contrast the three readings you completed in terms of the field of anthropology presented, the methods, and perspectives involved in each field presented.
- D. Prepare a brief report that presents the results of data collection you performed during the primate behavior research project.
- E. If a person heterozygous for type B blood and the Rh factor mates with a person homozygous for type A blood and Rh negative, what is the chance that their child will have type A blood, Rh positive?
- F. Contrast the cranial and post-cranial features between Homo erectus and Neanderthals. Use correct anatomical terminology.
- G. a.) Identify the methods that an osteologist uses to determine age and sex of a skeleton. b) Apply these methods to the unknown skeletal material presented here to determine age and sex.

## E. TEXTS AND OTHER READINGS (TYPICAL)

1. **Book:** Larsen, Clark Spencer (2017). *Our Origins: Discovering Physical Anthropology*. (4th/e). W.W.Norton Publishers.
2. **Book:** Angeloni, Elvio (2017). *Annual Editions: Physical Anthropology* (27/e). McGraw Hill.
3. **Book:** Shubin, Neil (2009). *Your Inner Fish: A Journey into the 3.5 Billion Year History of the Human Body* (1st/e). Pantheon Press.
4. **Book:** Jurmain, Robert, Lynn Kilgore, Wenda Trevathan, Russel Ciochon and Eric Bartelink (2017). *Introduction to Physical Anthropology* (15th/e). Cengage.
5. **Manual:** Walker-Pacheco, Suzanne. Exploring Physical Anthropology: A Lab Manual and Workbook. Morton Publishing
6. **Manual:** Soluri, Elizabeth and Sabrina Agarwal. Laboratory Manual and Workbook for Biological Anthropology. W.W. Norton and Co

### III. DESIRED LEARNING

#### A. OBJECTIVES

##### 1. Required Objectives

*Upon satisfactory completion of this course, the student will be able to:*

- a. Describe the scientific process as a methodology for understanding the natural world.
- b. Describe the scope of anthropology and discuss the areas of emphasis within biological anthropology.
- c. Identify the main contributors to the development of evolutionary theory.
- d. Evaluate how evolutionary forces affect genotype and phenotype change over time.
- e. Explain the basic principles of Mendelian, molecular and population genetics.
- f. Discuss the behavioral and functional anatomy of the Order Primates and describe, compare and contrast traits shared by members of the Order.
- g. Explain methods used in dating the evidence for human evolution and the process of fossilization.
- h. Identify important human and prehuman fossil discoveries.
- i. Compare and contrast the morphology of human and prehuman fossil species
- j. Evaluate various phylogenetic interpretations of human evolution.
- k. Assess early human cultural evolution.
- l. Discuss human variation - past and present.
- m. Evaluate new human and prehuman fossil discoveries reported in the mass media.

##### 2. Lab Objectives

*Upon satisfactory completion of the lab portion of this course, the student will be able to:*

##### **REQUIRED OBJECTIVES:**

1. Apply the scientific method.
2. Describe cell biology and demonstrate principles of inheritance and population genetics.
3. Explore evolutionary mechanisms.
4. Identify bone names and their features.
5. Investigate human osteology, forensic and anthropometric methods.
6. Compare the behaviors and anatomy of non-human primates.
7. Compare the anatomical features of fossil species.
8. Identify and evaluate the evolutionary trends in the following specimens: Australopithecus, [Paranthropus], Homo habilis, Homo erectus [ergaster], Homo heidelbergensis, Homo neanderthalensis, Homo sapiens.
9. Investigate lithic technology as it relates to human evolution.

##### **RECOMMENDED OBJECTIVES:**

10. Identify living nonhuman primates and collect observation data on primate behavior (via field trip).

#### **IV. METHODS OF EVALUATION (TYPICAL)**

##### **A. FORMATIVE EVALUATION**

1. In class discussions.
2. Individual/group writing projects.
3. Laboratory exercises.

##### **B. SUMMATIVE EVALUATION**

1. Essay exams (required).
2. Objective testing.
3. Practical identifications/exams.
4. Short answer exams.
5. Individual/group projects.

# ANTHR - 110: Biological Anthropology with Laboratory

## Course Learning Outcomes

*Upon satisfactory completion of this course, the student should be prepared to:*

1. In lab, describe and employ the scientific method.
2. Explain the theory of biological evolution and how the scientific method serves as a foundation for such anthropological studies.
3. In lab, describe and employ the practical experience concepts of biological anthropology.
4. Evaluate human adaptation from an anthropological perspective.
5. Demonstrate the concepts/methods used to analyze human evolution.

Modesto Junior College  
Course Outline of Record  
**ANTHR 130**

## **I. OVERVIEW**

*The following information will appear in the 2020 - 2021 catalog*

### **ANTHR 130—ARCHAEOLOGY & CULTURAL PREHISTORY**

**3 UNITS**

**54 Lecture Hours , 108 Outside-of-Class Hours = 162 Total Student Learning Hours**

An introduction to anthropological archaeology including concepts, theories, and methods employed by archaeologists in reconstructing past life ways of humans. Topics include history and interdisciplinary nature of archaeological research; data acquisition, analysis and interpretation with a discussion of applicable data and models; cultural resource management; professional ethics; and selected cultural sequences. Field trips might be required. Not repeatable. (A-F or P/NP) **Transfer:** (CSU, UC) (CC: ANTHR 10) (C-ID: ANTH 150) **General Education:** (MJC-GE: B ) (CSU-GE: D1 ) (IGETC: 4A )

## **II. LEARNING CONTEXT**

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

### **A. COURSE CONTENT**

#### **1. Required Content:**

- A. History of the field of archaeology
- B. Basic concepts of prehistory
- C. Lower, Middle, Upper Paleolithic, Mesolithic and Neolithic cultures
- D. Prehistoric migrations and adaptations
- E. Theoretical perspectives in archaeology
- F. Methods: data collection and description
  1. Archaeological sites
  2. Archaeological survey methods
  3. Excavation methods
  4. Technical analysis of artifacts/ecofacts
  5. Dating methods
- G. Methods: analysis and interpretation
  1. Classification of artifacts (typology)
  2. Reconstruction of cultural lifeways
  3. Explaining cultural process
- H. Cultural resource/heritage management

I. Archaeological ethics and community relations

**B. HOURS AND UNITS**

3 Units		
INST METHOD	TERM HOURS	UNITS
Lecture	54	3.00
Lab	0	0
Discussion	0	0
Activity	0	0

**C. METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

1. Discussion
2. Lecture
3. Use of photographic slides, videotapes, artifact models, and handouts to supplement lecture, discussion, and reading
4. Possible field trips

**D. ASSIGNMENTS (TYPICAL)**

**1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

*Time spent on coursework in addition to hours of instruction (lecture hours)*

- A. Weekly readings of textbook, other assigned readings, and reading of extra source materials provided in class.
- B. Per term writing assignments emphasizing descriptive, analytical and evaluative skills.
- C. Weekly review of notes, diagrams, readings, and the following activities:
  1. Exposure to and discussion of various course materials, both primary and secondary.
  2. Discovery and discussion of current issues in archaeology.

**2. EVIDENCE OF CRITICAL THINKING**

*Assignments require the appropriate level of critical thinking*

- A. Describe the development of American archaeology from 1492 to the present. Be sure to include the names and dates of the different periods, a description of the mode of archaeology of the period, and the specific types of questions asked and answered.
- B. Compare and contrast archaeology and history. Discuss strengths and weaknesses of each in studying the past. How does the field of historical archaeology resolve some of these issues?
- C. What is remote sensing and how can archeologists benefit from using it? Comment on the strengths and limitations of remote sensing.

**E. TEXTS AND OTHER READINGS (TYPICAL)**

1. **Book:** Bahn, Paul and Colin Renfrew. (2015). *Archaeology: Theories, Methods, and Practice*. (3rd/e).

Thames and Hudson..

2. Other: Fagan, B. 1995. Shapshots of the Past. Altamira Press. (out of print, but original work).

### III. DESIRED LEARNING

#### A. OBJECTIVES

##### 1. Required Objectives

*Upon satisfactory completion of this course, the student will be able to:*

- a. Discuss the areas of emphasis in anthropology.
- b. Explain and illustrate the scientific method as it relates to archaeology.
- c. Describe the goals of archaeology, and the legal, operational, and ethical framework of cultural resource management and heritage preservation.
- d. Describe the historical development of modern archaeology and current focuses in archaeological research such as cultural resource management, experimental archaeology and historical archaeology.
- e. Identify and describe various types of archaeological sites and methods of locating them.
- f. Explain and critically analyze the methods used in dating archaeological remains.
- g. State, demonstrate and evaluate the techniques of archaeological data acquisition.
- h. Describe, assess and/or demonstrate the techniques of archaeological data classification and description.
- i. Describe and evaluate methods of reconstructing cultural sub-systems and models used for archaeological interpretation.
- j. Describe and evaluate methods of archaeological interpretation/explanation of past cultures.
- k. Based on archaeological evidence, describe the sequential development of human culture in:
  1. North, Central, and South America
  2. Europe
  3. Africa
  4. Asia

### IV. METHODS OF EVALUATION (TYPICAL)

#### A. FORMATIVE EVALUATION

1. In-class discussions
2. Group projects
3. Group and/or individual writing projects

#### B. SUMMATIVE EVALUATION

1. Essay exams
2. Objective testing

**APPROVED-AWAITING ACTIVATION**

### 3. Research paper

# ANTHR - 130: Archaeology & Cultural Prehistory

## Course Learning Outcomes

*Upon satisfactory completion of this course, the student should be prepared to:*

1. Describe the basic concepts, methods of inquiry, and the theories of anthropological archaeology.
2. Identify significant data and models that contribute to our knowledge of the past.

Modesto Junior College  
Course Outline of Record  
**ANTHR 197**

**I. OVERVIEW**

*The following information will appear in the 2020 - 2021 catalog*

**ANTHR 197—SPECIAL TOPICS: NEW FOSSIL DISCOVERIES IN ANTHROPOLOGY      1 UNITS**

**18 Lecture Hours , 36 Outside-of-Class Hours = 54 Total Student Learning Hours**

Recent human and prehuman fossil finds are explored in this special topics anthropology course. Students will learn about fossil recovery techniques, taxonomic placement of new fossils into the human evolutionary tree, and assess the evolutionary pressures and adaptations of recent species from Africa, Asia and Europe. Field trips might be required. Not repeatable. (A-F or P/NP) **Transfer:** (CSU)

**II. LEARNING CONTEXT**

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

**A. COURSE CONTENT**

**1. Required Content:**

- A. Scientific method and human evolution
  - B. Excavation techniques of hominin fossil recovery
  - C. Taphonomic processes
  - D. Dating techniques for Plio-Pleistocene fossils in Africa, Asia and Europe
  - E. Taxonomy
1. Human evolutionary tree scenarios of Australopithecus [Paranthropus], Homo
- F. Survey of new findings and current trends from recent hominin fossil discoveries

**B. HOURS AND UNITS**

1 Units		
INST METHOD	TERM HOURS	UNITS
Lecture	18	1.00
Lab	0	0
Discussion	0	0
Activity	0	0

**C. METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

- 1. Lecture
- 2. Discussion

**APPROVED-AWAITING ACTIVATION**

3. Demonstration
4. Use of video
5. Possible field trips

**D. ASSIGNMENTS (TYPICAL)**

**1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

*Time spent on coursework in addition to hours of instruction (lecture hours)*

- A. Weekly reading of assigned materials
- B. Weekly annotations of assigned primary and secondary sources
- C. Weekly review of notes, diagrams, readings, and preparations for exams using study guides, annotations, and self-quizzes, and instructor hand-outs

**2. EVIDENCE OF CRITICAL THINKING**

*Assignments require the appropriate level of critical thinking*

- A. Create a presentation that synthesizes primary and secondary sources on new fossil discoveries.
- B. Identify, discuss and critically assess the controversies that new finds have in the field of biological anthropology.

**E. TEXTS AND OTHER READINGS (TYPICAL)**

1. Other: Scholarly articles and secondary ("popular media") articles.

**III. DESIRED LEARNING**

**A. OBJECTIVES**

**1. Required Objectives**

*Upon satisfactory completion of this course, the student will be able to:*

- a. Demonstrate knowledge of the human evolutionary tree from the Pliocene to the Pleistocene.
- b. Assess excavation methods and taphonomic processes of new human and prehuman fossil discoveries.
- c. Demonstrate how taxonomic categories of genus (e.g., Australopithecus, Paranthropus, Homo) and species are assigned to new discoveries.
- d. Evaluate how new discoveries affect our understanding of hominin evolution and adaptation.

**IV. METHODS OF EVALUATION (TYPICAL)**

**A. FORMATIVE EVALUATION**

1. In class individual/group activities
2. Class discussion

**B. SUMMATIVE EVALUATION**

1. Short answer exams
2. Objective testing

# ANTHR - 197: Special Topics: New Fossil Discoveries in Anthropology

## Course Learning Outcomes

*Upon satisfactory completion of this course, the student should be prepared to:*

1. Demonstrate the concepts used to analyze human evolution.
2. Demonstrate the methods used to analyze human evolution.

Modesto Junior College  
Course Outline of Record  
**BUSAD 310**

## **I. OVERVIEW**

*The following information will appear in the 2020 - 2021 catalog*

### **BUSAD 310—INTRODUCTION TO ACCOUNTING WITH QUICKBOOKS**

**3 UNITS**

**Formerly listed as: BUSAD - 310: Bookkeeping 1**  
**54 Lecture Hours , 108 Outside-of-Class Hours = 162 Total Student Learning Hours**  
**Recommended for Success: Before enrolling in this course, students are strongly advised to satisfactorily complete BUSAD 350.**

Covers accounting concepts and procedures required to complete the full accounting cycle for a service company using generally accepted accounting principles (GAAP) in a manual and computerized environment. The emphasis is on recording transactions, preparing financial statements, performing bank reconciliations, and processing payroll. Recommended as a preparatory course for BUSAD 320 Applied Accounting with QuickBooks and BUSAD 201 Financial Accounting. Field trips are not required. Not repeatable. (A-F or P/NP) (C-ID: BSOT 127 X)

## **II. LEARNING CONTEXT**

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

### **A. COURSE CONTENT**

#### **1. Required Content:**

- A. Analyzing events and recording business transactions using double-entry accounting and the rules of debits and credits.
- B. Charting accounts, journalizing transactions, posting to ledgers, footing and balancing, and preparing a trial balance.
- C. Recording adjusting entries and completing a 10-column worksheet.
- D. Preparing financial statements for a service company.
- E. Recording closing entries and reversing entries.
- F. Banking procedures and reconciling bank statements.
- G. Using subsidiary ledgers and special journals.
- H. Preparing the company payroll.
  - I. Calculating the employer's payroll taxes and preparing the federal forms 941 and 940.
  - J. Creating a company in QuickBooks
  - K. Recording transaction in QuickBooks (sales and cash receipts; purchases and cash payments)
  - L. Reconciling accounts in QuickBooks
  - M. Recording journal entries in QuickBooks
  - N. Running reports in QuickBooks

**B. ENROLLMENT RESTRICTIONS**

**1. Advisories**

Before enrolling in this course, students are strongly advised to satisfactorily complete BUSAD 350.

**2. Requisite Skills**

*Before entering the course, the student will be able to:*

- A. Demonstrate knowledge of basic business calculations.

**C. HOURS AND UNITS**

3 Units		
INST METHOD	TERM HOURS	UNITS
Lecture	54	3.00
Lab	0	0
Discussion	0	0
Activity	0	0

**D. METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

- 1. Lectures, discussion, or other presentations, which develop theoretical material.
- 2. Demonstrations of bookkeeping techniques, applications and problem-solving strategies by both the instructor and students.
- 3. Applications of material to specific problems.
- 4. Assign homework assignments and/or conduct in-class exercises which require students to analyze a given problem, select an appropriate procedure to solve the problem, apply the procedure, and evaluate the adequacy of both the result of the procedure and the procedure itself.
- 5. Demonstrations of computer accounting techniques, applications, problem-solving, and trouble-shooting strategies

**E. ASSIGNMENTS (TYPICAL)**

**1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

*Time spent on coursework in addition to hours of instruction (lecture hours)*

- A. Weekly homework assignments (hand-written and/or computer assisted) of no less than 3 problems and/or exercises.
- B. Prepare for discussion and analysis of common ethical issues found in accounting and business environments.
- C. Complete at least one practice set covering the full accounting cycle for a service company in a manual environment.
- D. Complete at least one comprehensive problem covering the full accounting cycle for a service company in QuickBooks.

**2. EVIDENCE OF CRITICAL THINKING**

*Assignments require the appropriate level of critical thinking*

Homework assignments and/or in-class exercises require students to analyze a given problem,

select an appropriate procedure to solve the problem, apply the procedure, and evaluate the adequacy of both the result of the procedure and the procedure itself.

- A. Compare and contrast the cash versus accrual basis of accounting.
- B. Analyze the following transactions. Journalize and post to appropriate ledger accounts. Complete a trial balance.

Mar 1	Jon Smith deposited \$35,000 in a bank account in the name of the business.
4	Jon invested his personal landscaping equipment, with a fair market value of \$1,325, in the business.
7	Paid the rent for the current month, \$950, Ck. No. 1000
13	Sold landscaping services on account to C. Endel, Inv. No. 100.
21	Sold landscaping services for cash to Riston Company, \$1,500, Inv. No 101.
30	Paid the salary of the employee, \$1,850, Ck. No. 1001
30	Jon withdrew cash for his personal use, \$1,500, Ck. No. 1003

Analyze transaction data to determine which module of QuickBooks the information should be entered into.

#### F. TEXTS AND OTHER READINGS (TYPICAL)

- 1. **Book:** Slater, Jeffrey and Michael Deschamps (2018). *College Accounting: A Practical Approach* (14th/e). New York NY Pearson.
- 2. **Book:** James A. Heintz; Robert W. Parry (2018). *College Accounting, Chapters 1-9* (23/e). Boston, MA Cengage Learning.
- 3. Manual: Price, Haddock, Farina. College Accounting Working Papers. McGraw Hill
- 4. Other: A practice set covering the full accounting cycle is required in this course.

### III. DESIRED LEARNING

#### A. OBJECTIVES

##### 1. Required Objectives

*Upon satisfactory completion of this course, the student will be able to:*

- a. Demonstrate an understanding of generally accepted accounting concepts.
- b. Apply the principles and practices of modern bookkeeping.
- c. Maintain the general journal, special journals, general ledger, and subsidiary ledgers, and prepare a 10-column worksheet
- d. Identify bookkeeping terminology and business papers of various types, including invoices, financial statements, purchase orders, etc..

- e. Distinguish between cash basis and accrual basis of accounting.
- f. Utilize special journals, including the cash receipts journal, cash payments journal, sales journal, and purchases journal, and post to appropriate general and subsidiary ledgers.
- g. Prepare correcting, adjusting, reversing and closing entries.
- h. Prepare a bank reconciliation and journalize all related transactions.
- i. Demonstrate an understanding of employer tax responsibilities.
- j. Prepare and record payroll.
- k. Complete an accounting cycle for a service company from source documents to financial statements using QuickBooks.

#### **IV. METHODS OF EVALUATION (TYPICAL)**

##### **A. FORMATIVE EVALUATION**

1. Assigned homework
2. Tests given at regular intervals throughout the semester
3. Mini cases completed in QuickBooks

##### **B. SUMMATIVE EVALUATION**

1. Practice set or completion of comprehensive problems covering the accounting cycle
2. Final Exam which requires students to:
  - a. Demonstrate skill in performing bookkeeping techniques
  - b. Demonstrate a knowledge of accounting vocabulary
  - c. Solve problems by identifying the question and the given information, selecting an appropriate procedure for solution, applying the procedure, and assessing the validity of the solution and the procedure.

# BUSAD - 310: Introduction to Accounting with QuickBooks

## Course Learning Outcomes

*Upon satisfactory completion of this course, the student should be prepared to:*

1. Analyze financial transactions through the accounting equation.
2. Complete an accounting cycle from source documents to financial statements using QuickBooks.
3. Prepare a bank reconciliation and journalize any related entries.

**Modesto Junior College**  
**Course Outline of Record**  
**COLSK 100**

## I. OVERVIEW

*The following information will appear in the 2016 - 2017 catalog*

### **COLSK 100—FOUNDATION FOR FIRST YEAR COLLEGE SUCCESS**

**3 UNITS**

**54 Lecture Hours , 108 Outside-of-Class Hours = 162 Total Student Learning Hours**  
**Recommended for Success:** *Before enrolling in this course, students are strongly advised to satisfactorily complete an MJC English composition course or the equivalent, or to exhibit proficiency in college-level essay writing skills and satisfactorily complete READ 82.*

This multidisciplinary course provides first time in college students with an introduction to the purpose of higher education, acclimation process, and outcomes of higher education through the exploration of student development and personal growth principles and application. The course will focus on navigating the college environment, stages of development, life management skills, strategies for college success, health and wellness management, as well as techniques for maximizing abilities as lifelong learners. Students will examine the relationship between growth principles and the intellectual, social, physiological, and psychological aspects of student and personal development and well-being. Field trips might be required. Not repeatable. (A-F or P/NP) **Transfer:** (CSU, UC) **General Education:** (MJC-GE: E ) (CSU-GE: E )

## II. LEARNING CONTEXT

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

### A. COURSE CONTENT

#### 1. Required Content:

##### A. Personal Growth/Lifelong Learning

1. Financial literacy
2. Growth Mindset - attitudes and behavioral modification
3. Decision making strategies
4. Interpersonal relationship development
5. Motivation & success strategies
6. Effective communication & etiquette
7. Conflict resolution
8. Critical and creative thinking
9. Cultural diversity & competency
10. Time management

##### B. Health and Wellness

1. Personal and health assessment

2. Developing self-esteem/self-image
3. Development of the psychological, physiological and social well-being
4. Stress management and coping skills
5. Nutrition for optimum health
6. Mental health issues
7. Emotions
8. Depression/suicide
9. Communicable diseases
10. Addiction and drug abuse awareness
11. Eating disorders

### C. Higher Education Success Strategies

1. College transition, expectations, and terminology
2. Student development strategies
3. Information competence and literacy
4. Learning theories and strategies
5. Life management
6. Goal planning

## B. ENROLLMENT RESTRICTIONS

### 1. Advisories

Before enrolling in this course, students are strongly advised to satisfactorily complete an MJC English composition course or the equivalent, or to exhibit proficiency in college-level essay writing skills and satisfactorily complete READ 82.

### 2. Requisite Skills

*Before entering the course, the student will be able to:*

- A. Demonstrate basic writing skills.
- B. Demonstrate basic reading skills.

## C. HOURS AND UNITS

3 Units		
INST METHOD	TERM HOURS	UNITS
Lecture	54	3.00
Lab	0	0
Discussion	0	0

Activity	0
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#### D. METHODS OF INSTRUCTION (TYPICAL)

*Instructors of the course might conduct the course using the following method:*

1. Lecture/discussion
2. Instructor-facilitated large and small group discussion
3. Structured individual or group exercises
4. Guest speakers
5. Use of videos/multimedia
6. Lead problem-solving exercises
7. Demonstrate computer and/or web based activities
8. Lead reflective writing activities
9. Lead reading discussions
10. Community-based service-learning

#### E. ASSIGNMENTS (TYPICAL)

##### 1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

*Time spent on coursework in addition to hours of instruction (lecture hours)*

- A. Weekly reading
- B. Daily journal entries
- C. Reflection papers, twice a semester
- D. Research project utilizing information technology and research strategies, once in the semester.
- E. Research paper on health or student development topics, once in the semester.
- F. Prepare for weekly group discussions on topics related to reading assignments, values, college success, or college transition.
- G. Prepare an individual or group presentation on health topics as it relates to the psychological, social, cultural or physiological well-being, once in the semester.

##### 2. EVIDENCE OF CRITICAL THINKING

*Assignments require the appropriate level of critical thinking*

- A. Students will examine the decision making process as it relates to real life situations.
- B. Weekly book discussions will require students to critically reflect on topics related to values, nature vs nurture, family and environmental influences, and student development.
- C. Students will assess and measure progress or achievement towards goals.
- D. Students will analyze and interpret peer reviewed articles related to their selected research paper topic.
- E. Students will apply critically reflection and problem solving skills in various settings, including,

but not limited to financial literacy.

- F. Students will apply appropriate communication techniques for social development and conflict resolution

## F. TEXTS AND OTHER READINGS (TYPICAL)

1. **Book:** John N. Gardner, and Betsy O. Barefoot (2014). *Your College Experience: Strategies for Success* (11th/e). Boston, MA Bedford/St. Martin's.
2. **Book:** Amy Baldwin (2013). *The Community College Experience* (3rd/e). Upper Saddle River, NJ Prentice Hall.
3. **Book:** Wes Moore (2011). *The Other Wes Moore, One Name Two Fates* (2011/e). New York, New York Spiegel and Gran.
4. **Book:** Office of Instruction (2015). *Modesto Junior College Catalog* Office of Instruction.

## III. DESIRED LEARNING

### A. OBJECTIVES

#### 1. Required Objectives

*Upon satisfactory completion of this course, the student will be able to:*

- a. Demonstrate knowledge of academic expectations.
- b. Identify personal beliefs, choices, and behaviors that are barriers and conducive to personal and academic success.
- c. Identify campus resources and services that support academic success and personal development.
- d. Identify and prioritize personal, academic, and professional commitments.
- e. Identify social, psychological and physiological factors that contribute to the well-being and healthy attitude.
- f. Develop awareness of social and cultural diversity.
- g. Utilize information literacy and research strategies.
- h. Develop the ability to establish attainable life goals.

## IV. METHODS OF EVALUATION (TYPICAL)

### A. FORMATIVE EVALUATION

1. Journal/reflective assignments
2. Written assignments
3. Goal planning assignments
4. Quizzes/Exams
5. Self-assessment

6. Group discussions and presentations

**B. SUMMATIVE EVALUATION**

1. Score earned on final exam
2. Oral presentation
3. Research project
4. Post course self-assessment
5. Portfolio Project

# COLSK - 100: Foundation for First Year College Success

## Course Learning Outcomes

*Upon satisfactory completion of this course, the student should be prepared to:*

1. Demonstrate knowledge of and engagement with campus and community resources and tools that will contribute to the success of students.
2. Identify stress management strategies that promote lifelong health and wellness.
3. Identify the physiological, psychological & social influences on student development and well-being.

Modesto Junior College  
Course Outline of Record  
**COMM 100**

## **I. OVERVIEW**

*The following information will appear in the 2019 - 2020 catalog*

### **COMM 100—FUNDAMENTALS OF PUBLIC SPEAKING**

**3 UNITS**

***Formerly listed as: SPCOM - 100: Fundamentals of Public Speaking***

***54 Lecture Hours , 108 Outside-of-Class Hours = 162 Total Student Learning Hours***

Developing individual effectiveness in various speech activities, emphasis on public speaking; instruction and practice in selection, organization and presentation of materials. Development of self-confidence and listening skills. Field trips might be required. Not repeatable. (A-F or P/NP) **Transfer:** (CSU, UC) (CC: SPCOM 1) (C-ID: COMM 110) **General Education:** (MJC-GE: D2 ) (CSU-GE: A1 ) (IGETC: 1C )

## **II. LEARNING CONTEXT**

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

### **A. COURSE CONTENT**

#### **1. Required Content:**

- A. Introduction to the communication process, such as the transactional model
- B. The basic steps in speech preparation
  - 1. Selecting and narrowing the subject
  - 2. Determining the purpose/thesis
  - 3. Analyzing the audience
  - 4. Analyzing the occasion
  - 5. Researching and evaluating supporting materials
  - 6. Organization
  - 7. Outlining
  - 8. Effective language usage
  - 9. Presentational aids
  - 10. Rehearsal
- C. Rhetorical situation
  - 1. Audience analysis
    - a. Demographics
    - b. Audience values, attitudes, and beliefs
  - 2. Occasion

3. Physical/temporal setting
  4. The speaker
  5. The message
- D. Types of public speaking
1. Informative
  2. Persuasive
  3. Special Occasion
- E. Principles of organization
- F. Outlining
- G. Organizational patterns/designs
- H. Effective introduction, thesis, body, and conclusion
- I. Principles of delivery
1. Effective use of voice and body
  2. Time management
  3. Effective use of presentational aids
  4. Additional modes of nonverbal communication
- J. Basic development and support of ideas
1. Factual information
  2. Value premises
  3. Opinion evidence
- K. Aristotelian modes of proof
1. Ethos
  2. Pathos
  3. Logos
- L. Effective use of language
1. Correctness
  2. Appropriateness
  3. Economy
- M. Management of speech anxiety

- N. Effective listening
  - 1. Speech evaluations
  - 2. Critical listening
  
- O. Research skills
  - 1. Locating information
  - 2. Evaluating sources
  - 3. Appropriate citations

**B. HOURS AND UNITS**

3 Units		
INST METHOD	TERM HOURS	UNITS
Lecture	54	3.00
Lab	0	0
Discussion	0	0
Activity	0	0

**C. METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

- 1. Materials will be presented through lecture and discussion
- 2. Multimedia presentations will be shown which supplement the lectures and readings
- 3. Demonstrations of model speeches
- 4. Possible field trips, such as visitations to forensic events and libraries

**D. ASSIGNMENTS (TYPICAL)**

**1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

*Time spent on coursework in addition to hours of instruction (lecture hours)*

- A. Preparation and presentation of a minimum of four speeches per term, including an informative, persuasive, and two additional oral presentations which may include, but are not limited to, a special occasion speech, introduction speech, demonstration speech, or group presentation.
- B. Daily reading of text materials, handouts, and/or Internet sources.
- C. Participation in small groups, in-class exercises, which may require additional work outside of classroom to complete exercise.
- D. Weekly research for topic selection and content of speeches.

**2. EVIDENCE OF CRITICAL THINKING**

*Assignments require the appropriate level of critical thinking*

- A. Demonstrate mastery of research, organizational, and delivery skills through oral and written presentations.

- B. Prepare and present a minimum of a 5-minute informative speech, including an outline and a minimum of three source citations.
- C. Prepare and present a minimum of a 6-minute persuasive speech, including an outline and a minimum of four source citations.
- D. Prepare and present two other speeches, for at least a minimum of 5 minutes each.
- E. Prepare and present properly formatted debates.

#### **E. TEXTS AND OTHER READINGS (TYPICAL)**

- 1. **Book:** Stephen Lucas (2017). *The Art of Public Speaking* (13/e). McGraw-Hill Companies.
- 2. **Book:** O'Hair, D., Rubenstein, H., Stewart, R. (2015). *A Pocket Guide to Public Speaking* (5th/e). Boston, MA Bedford St. Martins.
- 3. **Book:** Jaffe, C. (2015). *Public Speaking Concepts and Skills for a Diverse Society* (8th/e). Cengage.

### **III. DESIRED LEARNING**

#### **A. OBJECTIVES**

##### **1. Required Objectives**

*Upon satisfactory completion of this course, the student will be able to:*

- a. Explain the basic principles of human communication.
- b. Demonstrate the basic knowledge which underlies the traditional rhetorical canons of inventions, disposition, style, memory, and delivery, including: 1. Gathering, evaluation, and usage of supporting materials; 2. Clear, logical thinking in composition; 3. Principles of organization; 4. Effective use of language; 5. Techniques of speech preparation/rehearsal; 6. Effective delivery
- c. Identify basic principles of audience analysis/adaptation.
- d. Identify the fundamentals theory/practice of persuasion.
- e. Identify and apply effective listening dynamics.
- f. Use the library and other modalities for effective research.
- g. Synthesize ideas into logical arguments.
- h. Design and utilize effective presentational aids.
- i. Present ideas in a public setting.
- j. Formulate a clear, appropriate thesis/purpose statement.
- k. Analyze and evaluate the speeches of others.
- l. Prepare and present at least four public speaking assignments, including at least one informative and one persuasive speech, which are presented in front of the instructor and classmates.
- m. Demonstrate proper source citation in written and oral communication.
- n. Explain their relationship and ethical responsibilities to others involved in the communication transaction.

## **IV. METHODS OF EVALUATION (TYPICAL)**

### **A. FORMATIVE EVALUATION**

1. Written unit examinations
2. Speaking and writing assignments
3. Outline assignments, emphasizing organizational skills
4. Critical analysis of peers' speeches and/or additional speeches

### **B. SUMMATIVE EVALUATION**

1. Final exam or essay
2. Oral presentations in front of a live audience

# COMM - 100: Fundamentals of Public Speaking

## Course Learning Outcomes

*Upon satisfactory completion of this course, the student should be prepared to:*

1. Create, and effectively deliver, professional and engaging speeches that are cogent, clear and concise.
2. Construct a speech outline demonstrating clarity of ideas, proper source citation, awareness of audience, and proper outlining techniques.
3. Find, evaluate, and effectively incorporate research materials into oral presentations.

Modesto Junior College  
Course Outline of Record

# ELIC 20

## I. OVERVIEW

*The following information will appear in the 2018 - 2019 catalog*

### **ELIC 20—LOW INTERMEDIATE ACADEMIC READING AND COMPOSITION A**

**4 UNITS**

**72 Lecture Hours , 144 Outside-of-Class Hours = 216 Total Student Learning Hours**

**Prerequisite:** Satisfactory completion of ELW 906.

Introduction to and development of skills in active reading and composition incorporating analysis, interpretation, use of academic vocabulary, cited sources, and self-editing. Focus is on summary/response reading and text-based compositions of about 300 words. Field trips are not required. Not repeatable. (A-F or P/NP)

## II. LEARNING CONTEXT

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

### A. COURSE CONTENT

#### 1. Required Content:

##### A. Reading Skills

1. Strategies and skills for active and critical reading of low-intermediate texts
  - a. Introduction to skills in types of reading and proper use of each
    - i. Skimming for main ideas, content
    - ii. Scanning for specific information
    - iii. Reading for general understanding, enjoyment
    - iv. Close, analytical reading
  - b. Previewing content and organization using titles, headings, images, charts, graphs, etc.
  - c. Connecting text with prior knowledge
  - d. Contextualizing: Placing text in historical, biographical, and cultural contexts
  - e. Questioning for understanding and evaluation
  - f. Summarizing, annotating, note-taking, and using graphic organizers
  - g. Comparing and contrasting related readings
  - h. Reflective freewriting to post-reading prompts which elicit critical analysis
2. Introduction to reading comprehension skills

- a. Identification of mode of discourse, main ideas, audience, point(s) of view, bias, unifying theme(s), and purpose of reading selections
  - b. Identification of textual components, i.e. introductions, conclusions, supporting details, and commentary, and evaluation of the effectiveness of each
  - c. Identification of and evaluation of cohesive devices, i.e. transitions, repetition, pronouns, synonyms
  - d. Distinguishing between facts, inferences, and opinions and recognizing argumentative strategies
3. Introduction to high frequency and academic vocabulary (Academic Word Lists) knowledge at a low intermediate level including
- a. Multiple meanings
  - b. Word forms
  - c. Collocations
  - d. Patterns of usage, i.e. usual context/topics, connotation, register (formal, informal, slang)
4. Introduction to academic vocabulary study strategies
- a. Analysis of word patterns, affixes
  - b. Consideration of context clues, syntax patterns, and cognates
  - c. Word mapping
  - d. Flash card usage and creation
  - e. Extensive practice through generation of text using target vocabulary
5. Review and expansion of dictionary skills
- a. Elements of dictionary entries including, but not limited to
    - i. Pronunciation guides
    - ii. Grammatical classification, i.e. nouns: count/non-count; verbs: transitive/intransitive, regular/irregular
    - iii. Register, i.e. archaic, formal, informal, slang
- B. Composition Skills
1. Utilization of the Writing Process
    - a. Pre-writing techniques: Free-writing, listing, use of graphic organizers, informal outlines, etc.
    - b. Drafting with a focus on organization and development

- c. Revising: reviewing and refining purpose, argument, evidence, explanation, and achieving unity, coherence, and clarity
  - d. Proofreading and editing for word choice and error identification and correction
2. Introduction to skills in paragraph organization and content
- a. Opening strategies
    - i. Including proper background information, i.e. identifying author and title of source texts, topic, situation
  - b. Creation of proper topic sentences for paragraph-length compositions
  - c. Organization of main and supporting ideas in logical patterns
  - d. Achieving unity, coherence, and sufficiency of development
    - i. Ensuring that each paragraph is about one idea
    - ii. Creating sentences which logically follow each other using "given-new" structure and other cohesive devices
    - iii. Use of sufficient facts, specific examples, descriptions, reasons, and expert opinions to fully support general statements or opinions
    - iv. Paraphrase, summary, and quotation of outside source material at a low-intermediate level
    - v. In-text MLA citation and framing of text-based support
    - vi. Commentary / Explanation: Using sentences to introduce, explain, and connect each support to the main idea
  - e. A variety of conclusion-of-paragraph strategies
    - i. Restatement/summary of main idea
    - ii. Analysis/significance of the topic/claim
  - f. Utilization of low-intermediate sentence structure patterns (simple, compound, and complex) and use of common connectors (conjunctive adverbs, subordinators, coordinators) to produce a variety of sentences to increase coherence.
  - g. Construction of academic topic-sentence-driven paragraphs, some of which are text-based, incorporating the academic writing skills under development
  - h. Utilization of self-editing strategies at a low intermediate level to address a variety of errors

**2. Recommended Content:**

- A. Introduction to evaluating sources
- B. Introduction to literary devices, i.e. plot, climax, setting, characterization, symbolism,

foreshadowing, etc.

## B. ENROLLMENT RESTRICTIONS

### 1. Prerequisites

Satisfactory completion of ELW 906.

### 2. Requisite Skills

*Before entering the course, the student will be able to:*

- A. Use computer and Internet resources to access web sites and prepare documents.
- B. Write sentences using grammatical structures studied at the ELW 906 level.
- C. Write using basic paragraph structure with a variety of basic sentence types.
- D. Read material with a vocabulary of 600 words or more.
- E. Use vocabulary, expressions, and language related to entering and participating in discussions.

## C. HOURS AND UNITS

4 Units		
INST METHOD	TERM HOURS	UNITS
Lecture	72	4.00
Lab	0	0
Discussion	0	0
Activity		0

## D. METHODS OF INSTRUCTION (TYPICAL)

*Instructors of the course might conduct the course using the following method:*

1. Demonstration and modeling of reading and composition skills
2. Interactive audio-visual lecture presentations of course materials
3. Modeling of scaffolded instructional and practice materials to support comprehensive vocabulary development and academic reading skills
4. Guided practice
5. Facilitated cooperative activities in a variety of partner and small group formats
6. Directed class and small group discussions
7. Individual consultation on written work
8. Written comments on students' assignments
9. Guest speakers and/or library presentations
10. Presentation of relevant audio-visual materials

## E. ASSIGNMENTS (TYPICAL)

### 1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

*Time spent on coursework in addition to hours of instruction (lecture hours)*

- A. Per-term reading of a full-length (150-250 pages) book, not adapted for ESL students
- B. Weekly extensive and intensive reading assignments
- C. Weekly/bi-weekly vocabulary study activities and use of newly-learned vocabulary in sentence or paragraph writing
- D. Three formal 200-300 word analytical paragraphs in response to reading assignments using the reading text as source material for support, MLA style
- E. Regular homework assignments including, but not limited to, note-taking, reading comprehension/analysis questions, journaling, and exercises to practice reading, composition, grammar, and editing skills
- F. Two formal 250-350 word multi-draft, revised and edited, paragraph compositions, MLA style
- G. Weekly/bi-weekly vocabulary, reading, editing, and sentence grammar quizzes
- H. Per-term in-class text-based expository paragraph compositions (mid-term and final)
- I. Regular use of face-to-face tutoring services

## 2. **EVIDENCE OF CRITICAL THINKING**

*Assignments require the appropriate level of critical thinking*

- A. Final Examination (2:50 hours): [Note: The exam packet contains two articles on the topic of poverty. To test sentence-combining / sentence-level skills, a blog: "The Hidden Benefits of 'Poverty,'" ([michellesorganizedmess.blogspot.com](http://michellesorganizedmess.blogspot.com)). To test reading composition and editing skills, "Daddy Tucked the Blanket" by Randall Williams, excerpted and adapted. ]
  - 1. Test Prompt: The stories in *The Circuit*, by Francisco Jimenez, show a family who lives in poverty and how poverty affects the family. The articles in this examination also discuss poverty and its effect on families.
  - 2. In a well-organized, developed, and edited paragraph of 250-300 words, **give your opinion** on this question: **Can living in poverty be good for people?** Use the book, articles, and personal experiences to support your opinion.
  - 3. Use, at least once, a specific example or short quote to support your opinion from *The Circuit* **and** a specific example or short quote from one of the articles in this exam packet to support your opinion.
  - 4. Identify the characters and authors in the book and articles using MLA guidelines.
- B. A Reading Response Option [Note: For this memoir, Reading Response assignments are formal, paragraph-length analytic discussions of characters, social issues, author's writing choices, etc. Each requires using a specific short quotation or specific example from the text as support. Most choices include connection to personal experiences. ]
  - 1. After reading "Death Forgiven" and "Christmas Gift," pages 51-60 in *The Circuit*, compare and contrast Papa's character as shown in his actions. What kind of person is Papa in each of the stories? Based on the stories and personal experience, suggest possible explanations for the contrasts.
- C. Freeze-Frame Monologs: A reading comprehension and response activity.
  - 1. Within several pages assigned from *The Circuit*, a student group will select an appropriate scene or sequence of scenes to mime. Each student will choose one of the roles and perform

the scene(s) without speaking.

2. During the performance, the instructor or a classmate will call out, "Freeze." All students will hold their positions as if a video is placed on "pause." The instructor or a classmate will select one of the group. That student will "thaw" and "thinking aloud" tell what he/she is thinking and feeling at that point in time and explain the reasons for those thoughts and feelings (stream of consciousness narration). Repeat the process once or twice more, depending on the scene. Students will be assessed on participation and evidence of comprehension of the actions and motivations of the characters.

## F. TEXTS AND OTHER READINGS (TYPICAL)

1. **Book:** Wharton, Jennifer (2013). *Academic Encounters Level 1 Reading and Writing: The Natural World* (2nd/e). New York, NY Cambridge.
2. **Book:** Fitzpatrick, Mary (2011). *Engaging Writing 1, Essential Skills for Academic Writing* (1st/e). White Plains, NY Pearson.
3. **Book:** Bauer, Jill; Boyle, MikeS.; Stapleton, Sara (2016). *Final Draft 2* (1st/e). New York, NY Cambridge.
4. **Other:** One non-ESL-adapted book-length work selected by the instructor. Past choices have included *The Circuit: Stories from the Life of a Migrant Child* by Francisco Jimenez, *Illegal* by Bettina Restrepo, and *la linea* by Ann Jaramillo. Instructors are encouraged to choose texts that assist in building student capacity to understand U.S. American culture, history, and contemporary topics that they will encounter in other English and college-level courses. Selection of non-fiction reading texts and instructional texts that integrate reading and writing is encouraged.

Vocabulary and Reading Comprehension and Response Course Packs for each book-length work selected, created by the instructor or a member of the ESL Department.

These course packs will contain a variety of activities to support vocabulary acquisition of frequently used and academic language.

Suggested content for targeted vocabulary includes the study of word forms, multiple meanings, collocations, register, connotation, affixes and root words, etymology, and pronunciation.

Suggested content to support reading skills includes appropriate background information on the selected work including genre, historical and cultural context, and author(s); instruction and practice in annotation and note taking strategies, including a variety of graphic organizers; comprehension activities to identify main ideas, supporting details, and other stylistic and literary characteristics; and instruction and practice in incorporating quotations and paraphrase into personal responses to prompts elicited by the reading selection.

## III. DESIRED LEARNING

### A. OBJECTIVES

#### 1. Required Objectives

*Upon satisfactory completion of this course, the student will be able to:*

- a. Apply active reading strategies to low-intermediate academic text for comprehension, interpretation, and analysis.
- b. Analyze and evaluate low-intermediate academic text for purpose, perspective, organization, development, and other writing techniques.
- c. Apply a variety of strategies and techniques to the study of academic vocabulary with regard to meaning, use, and form.
- d. Write coherent 250-350 word multi-draft and in-class paragraphs in a variety of rhetorical modes.

- e. Write 200-300 word reflective paragraphs incorporating text-based summary, interpretation, and response.
- f. Employ Modern Language Association (MLA) formatting and citation guidelines.
- g. Utilize a variety of sentence types, connectors, and level-appropriate academic vocabulary, avoiding excessive errors using self-editing strategies.
- h. Identify and analyze patterns of individual student error and apply self-editing techniques to reduce common errors.

#### **IV. METHODS OF EVALUATION (TYPICAL)**

##### **A. FORMATIVE EVALUATION**

- 1. Performance on homework and class exercises and activities including, but not limited to, editing, reading, grammar, composition skills, and vocabulary coursework.
- 2. Midterm in-class written text-based paragraph exam
- 3. Out-of-class multi-draft paragraph compositions
- 4. Reflective personal and academic reading responses to assigned reading passages and journal writing
- 5. Quizzes including but not limited to editing, reading, grammar, composition skills, and vocabulary coursework

##### **B. SUMMATIVE EVALUATION**

- 1. Final in-class text-based expository composition exam

# ELIC - 20: Low Intermediate Academic Reading and Composition A

## Course Learning Outcomes

*Upon satisfactory completion of this course, the student should be prepared to:*

1. Apply active reading strategies to comprehend, annotate, summarize, interpret, and analyze academic text and extensive reading sources at the low intermediate level
2. Write organized, developed, and coherent reflective reading responses and personal and text-based topic-sentence driven expository paragraphs that incorporate basic rules of source citation, academic vocabulary, and accurate use of the English language at the low intermediate level

Modesto Junior College  
Course Outline of Record

# ELIC 22

## I. OVERVIEW

*The following information will appear in the 2020 - 2021 catalog*

### ELIC 22—ACADEMIC ENGLISH LANGUAGE SUPPORT 1

**4 UNITS**

***Formerly listed as: ELIC - 22: Low Intermediate - Integrated Grammar***

***72 Lecture Hours , 144 Outside-of-Class Hours = 216 Total Student Learning Hours***

***Prerequisite: Satisfactory completion of ELW 904.***

***Recommended for Success: Before enrolling in this course, students are strongly advised to concurrently enroll in ELIC 20 or qualification by the MJC placement process.***

Low intermediate level academic language support course for persons whose first language is not English. Emphasis on application of grammar to writing and increased focus on error awareness and editing skills. Field trips are not required. Not repeatable. (A-F or P/NP)

## II. LEARNING CONTEXT

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

### A. COURSE CONTENT

#### 1. Required Content:

##### A. Grammar Points

##### 1. Verb Tenses

##### a. Review and Expansion

- i. Simple vs. Progressive in present and past
  - ii. Used to vs. would
  - iii. Future in the past, e.g. 'was going to'
  - iv. Various uses of future forms
  - v. Present perfect and present perfect progressive
  - vi. Present perfect and simple past
  - vii. Past and past participle forms of 100 regular verbs
- b. Introduction to Past Perfect and Past Perfect progressive
  - c. Time Clauses and Subordinating Conjunctions of Time (to be covered while teaching the above verb tenses)

##### 2. Gerunds and Infinitives

**APPROVED-AWAITING ACTIVATION**

- a. Review
  - i. Gerunds as subject
  - ii. Gerunds as object
  - iii. Infinitives after some verbs (50 verbs total for gerunds and infinitives)
- b. Expansion
  - i. Infinitives after adjectives
  - ii. Infinitives of purpose
  - iii. Infinitives with 'too' and 'enough'
3. Reported Speech Statements
  - a. Sequence of tenses
  - b. Pronoun and time changes
  - c. Omitting 'that'
4. Participial Adjectives
5. Review of Definite and Indefinite Articles
6. Review of Count vs. Non-Count Nouns
  - a. Quantifiers
- B. Reading and Vocabulary
  1. Vocabulary in articles and other short readings connected to content of target grammatical structures
- C. Writing
  1. Punctuation
  2. Capitalization
  3. Spelling
  4. Paragraph format
  5. Utilization of target grammatical structures
- D. Editing

**APPROVED-AWAITING ACTIVATION**

1. Sentence and paragraph level editing of target grammatical structures

**2. Recommended Content:**

- A. Review of Modals and Modal-Like Expressions

**B. ENROLLMENT RESTRICTIONS**

**1. Prerequisites**

Satisfactory completion of ELW 904.

**2. Advisories**

Before enrolling in this course, students are strongly advised to concurrently enroll in ELIC 20 or qualification by the MJC placement process.

**3. Requisite Skills**

*Before entering the course, the student will be able to:*

- A. Produce sentences using the simple and progressive in the present and past at a reasonable level.
- B. Produce sentences using the present perfect tense at a reasonable level.
- C. Select verb tense appropriate to sentence context within a reasonable level.
- D. Spell a minimum of 60 irregular verb forms (both simple past and past participle forms).
- E. Differentiate between a gerund and an infinitive.
- F. Use indefinite articles correctly before singular count nouns.
- G. Use some non-count and count nouns with appropriate quantifiers (much/many; a little/a few; some/any).
- H. Utilize a variety of sentence types, connectors, and level-appropriate academic vocabulary, avoiding excessive errors using self-editing strategies.
- I. Identify and analyze patterns of individual student error and apply self-editing techniques to reduce common errors.

**C. HOURS AND UNITS**

4 Units		
INST METHOD	TERM HOURS	UNITS
Lecture	72	4.00
Lab	0	0
Discussion	0	0
Activity	0	0

**D. METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

1. Lecture
2. Presentation of audio-visual material

3. Computer-assisted learning practice
4. Guided class discussion of grammatical structures at the sentence and paragraph level
5. Guided class discussion of student errors from written assignments, quizzes and tests
6. Modeling of verb tense diagrams and written assignments
7. Guided class discussion of assigned readings

## **E. ASSIGNMENTS (TYPICAL)**

### **1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

*Time spent on coursework in addition to hours of instruction (lecture hours)*

- A. Daily written homework assignments focusing on grammatical structures and vocabulary taught during class (e.g., vocabulary fill-in-the-blank exercises, sentence completion, diagramming verb tenses, original sentences using particular grammatical structures, etc.)
- B. Weekly reading assignments (in textbooks) along with reading comprehension questions and vocabulary fill-in-the-blank exercises
- C. Weekly/ Twice-weekly editing exercises focusing on location and correction of target grammatical structures
- D. Weekly/Bi-weekly paragraph-length writing assignments focusing on the target grammatical structure
- E. Weekly supplemental workbook/online exercises
- F. Weekly/ Twice-weekly preparation for quizzes on grammatical points from textbooks and/or handouts
- G. Two-three times per term preparation for exams covering major grammatical points; exams will focus on sentence completion, editing, and include writing

### **2. EVIDENCE OF CRITICAL THINKING**

*Assignments require the appropriate level of critical thinking*

- A. In an exercise contrasting the past perfect and the simple past, complete the sentences with the appropriate verb tense. Use the past perfect where possible, and circle all time expression words.
- B. Complete the goals worksheet from your textbook/handout. List at least three goals and the time that you want to complete them by. Then in a paragraph, discuss how you plan to accomplish each goal. Use gerunds and infinitives (including infinitives of purpose) in your paragraph and be sure to highlight or bold each gerund and infinitive).
- C. Using the handout provided, interview your partner about his or her college experience. Take notes (not sentences) next to each answer. Then type your partner's responses using indirect speech. Pay attention to the reporting verbs, tense shift, and pronoun changes.

## **F. TEXTS AND OTHER READINGS (TYPICAL)**

1. **Book:** Fuchs/Bonner (2016). *Focus on Grammar 4 with MyEnglishLab* (5th/e). Pearson Education ESL.
2. **Book:** Fuchs et al. (2016). *Focus on Grammar 3 with MyEnglishLab* (5th/e). Pearson ELT.
3. **Other:** Full ISBN for FOG 3 Level book is - 978-0-13-385488-6

Full ISBN for FOG 4 Level book is - 978-0-13-411999-1

Note - Students should not purchase entire Level 4 textbook since only a few units will be used from that text.

### III. DESIRED LEARNING

#### A. OBJECTIVES

##### 1. Required Objectives

*Upon satisfactory completion of this course, the student will be able to:*

- a. Construct sentences and questions in the following tenses avoiding excessive errors in verb form, use of auxiliaries and word order: past perfect and past perfect progressive.
- b. Distinguish with increased accuracy contexts requiring simple, progressive, perfect, and perfect progressive for 10 verb tenses.
- c. Compose paragraphs showing control of paragraph form and development, using verb tense shift where appropriate.
- d. Diagram 10 verb tenses on a timeline to show differences of meaning.
- e. Use gerunds and infinitives accurately within the scope of their knowledge.
- f. Edit sentences and paragraphs with various grammatical errors.
- g. Self-identification of common individual error patterns in writing.
- h. Construct sentences utilizing articles and count and non-count nouns with accuracy at the low-intermediate level.
- i. Report events using tense shift and pronoun changes (indirect speech).
- j. Employ accurate MLA formatting in written assignments.

### IV. METHODS OF EVALUATION (TYPICAL)

#### A. FORMATIVE EVALUATION

1. Class work, including aural comprehension of English and written, oral, and dictation practice of grammatical structures in pairs/small groups
2. Written homework assignments, including sentence level work, verb diagrams, and editing exercises
3. Paragraph length written compositions
4. Online workbook assignments
5. Quizzes and tests on grammatical structures, editing, spelling, listening and vocabulary

#### B. SUMMATIVE EVALUATION

1. Written final examination (comprehensive exam with grammar, editing, and writing components)

# ELIC - 22: Academic English Language Support 1

## Course Learning Outcomes

*Upon satisfactory completion of this course, the student should be prepared to:*

1. Write paragraph-length compositions with grammatical and sentence-level accuracy at the low-intermediate level.
2. Use English grammar in speaking and writing with grammatical accuracy at the low-intermediate level.
3. Employ editing strategies to self-edit compositions at the low-intermediate level.

Modesto Junior College  
Course Outline of Record

# ELIC 23

## I. OVERVIEW

*The following information will appear in the 2020 - 2021 catalog*

### ELIC 23—LOW INTERMEDIATE LISTENING AND SPEAKING

**4 UNITS**

**72 Lecture Hours , 144 Outside-of-Class Hours = 216 Total Student Learning Hours**  
**Recommended for Success:** *Before enrolling in this course, students are strongly advised to satisfactorily complete ELW 904.*

Low intermediate listening and speaking class for students whose first language is not English. Focus is on aural comprehension of short lectures, effective participation in group discussions, introduction to academic note-taking, development of discipline-based vocabulary, delivery of short presentations, as well as identification and production of pronunciation features of American English, including: the sound system, word endings, and word stress. Field trips are not required. Not repeatable. (A-F or P/NP)

## II. LEARNING CONTEXT

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

### A. COURSE CONTENT

#### 1. Required Content:

##### A. Pre-listening

1. Academic vocabulary specific to target situation, focusing on correct pronunciation and the meaning used in the target text
2. Connection of topic to previous knowledge, lecture, or academic discussion
3. Prediction of content and preparation for targeted listening, using given pre-listening images, readings, and questions

##### B. Listening

1. Identification of main ideas and important details of short lectures, interviews, and presentations
2. How speaker's meaning, clarity, and credibility, as well as listeners ability to comprehend content are affected by speakers'
  - a. Posture
  - b. Facial expression
  - c. Volume
  - d. Hand motions
  - e. Eye contact

C. Note-taking

1. Content vs. function words
2. Use of an informal outline
3. Substitution of common symbols for words

D. Interacting with a study group in an academic setting

1. Keeping the discussion focused on the assigned task
2. Restating of main and supporting ideas
3. Asking questions about the content
  - a. Yes/no questions
  - b. Information questions
  - c. Questions requiring specific details
  - d. Open-ended questions
  - e. Choice questions with "or"
4. Effective academic discussion techniques
  - a. Exchange and verification of information
  - b. Interruption of conversation
  - c. Request for clarification
  - d. Expression of opinions

E. Presentations to Small Groups/to Class

1. Preparation
  - a. Selection of appropriate topic
  - b. Brainstorming
  - c. Outline of presentation content and organization
    - i. Introduction and major idea
    - ii. Supporting ideas
    - iii. Closing
    - iv. Use of transition signals throughout presentation

## 2. Strategies for Effective Communication

### a. Practice

- i. In front of a mirror
- ii. In front of friends/family
- iii. Using voice recorder to self-critique
- iv. Using stop-watch or timer to monitor duration

### b. Delivery

- i. Posture
- ii. Eye Contact
- iii. Volume
- iv. Body Language/Gestures
  - i. Leg stance
  - ii. Chewing gum
  - iii. Using notes, objects, or posters
- v. Clothing
- vi. Pronunciation

## F. Pronunciation Features of American English

### 1. American English sound system

- a. Vowels vs. Consonants
- b. Voiced vs. Voiceless sounds
- c. IPA symbols
- d. Dictionary pronunciation keys and understanding various symbol charts

### 2. Suffixes

- a. -s endings
- b. -ed endings

### 3. Word Stress

- a. Syllable timed languages vs. stress-timed languages
  - b. Content vs. Function Words
4. Intonation Patterns
- a. Statements
  - b. Yes/No Questions
  - c. Wh-Questions

Note - Many textbooks which focus on listening/speaking include some of the pronunciation features above, but not all. In a class such as this, due to time constraints, it is not possible to teach each sound in American English separately. In addition, because the pronunciation needs of students may vary depending on the class, instructors should give a short pronunciation diagnostic test at the beginning of the semester to determine which sounds to focus on during the course. There are several free diagnostics available online.

Lastly, as much as possible, the incorporation of pronunciation content should be done within the context of the listening/speaking tasks in Sections A-E above.

## B. ENROLLMENT RESTRICTIONS

### 1. Advisories

Before enrolling in this course, students are strongly advised to satisfactorily complete ELW 904.

### 2. Requisite Skills

*Before entering the course, the student will be able to:*

- A. Use vocabulary, expressions, and language to engage in a variety of conversational and social situations (current and past events, goals, plans, difficulties, routines, requests for information, advice, instructions, and comparisons) with some ease in use of vocabulary and language fluency.
- B. Demonstrate accurate use of grammatical structures studied at the intermediate level and apply to individual error analysis activities and editing of student writing: introduction to article usage, past continuous, and adjective + be + infinitive pattern; review and expansion of simple present, nouns and quantifiers, future forms, simple past tense and used to, and phrasal verbs; introduction and focus on present perfect, noun clauses, comparatives and equatives.

## C. HOURS AND UNITS

4 Units		
INST METHOD	TERM HOURS	UNITS
Lecture	72	4.00
Lab	0	0
Discussion	0	0
Activity	0	0

## D. METHODS OF INSTRUCTION (TYPICAL)

*Instructors of the course might conduct the course using the following method:*

- 1. Interactive audio-visual lecture presentations of course materials

**APPROVED-AWAITING ACTIVATION**

2. Modeling of speaking and note-taking skills
3. Facilitation of cooperative activities in a variety of partner and small group formats
4. Presentation of relevant audio-visual materials
5. Directed class and small group discussions
6. Individualized feedback on written work
7. Guided practice of listening tasks
8. Repetition of sounds produced by instructor
9. Individualized feedback on pronunciation and presentations
10. Modeling of mouth and tongue positions for pronunciation of sounds

**E. ASSIGNMENTS (TYPICAL)**

**1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

*Time spent on coursework in addition to hours of instruction (lecture hours)*

- A. Daily reading and completion of textbook material
- B. Regular annotation of assigned readings using specific academic annotation strategies
- C. Weekly/bi-weekly listening and note-taking on assigned academic lectures using specific academic note-taking strategies
- D. Regular practice of new academic vocabulary
- E. Monthly voice recordings of pronunciation, including specific sounds and intonation
- F. Per term, 3-4 speeches for class presentation, demonstrating organization, content, vocabulary, and accurate pronunciation
  1. Optional submission of voice-recordings of speeches
- G. Weekly/bi-weekly quizzes and/or tests on vocabulary, note-taking, listening, and pronunciation

**2. EVIDENCE OF CRITICAL THINKING**

*Assignments require the appropriate level of critical thinking*

- A. Academic Speaking Assignment
  1. For your next speaking assignment, you will give a short speech about family. You will prepare a one- to two-minute presentation on a specific quotation related to the topic of family. You can choose a quote from your text, the list of additional quotations your teacher gives you, or one that you choose. In your talk, introduce the quotation using the language and expressions studied in the unit (e.g. "According to ...," "X once said..." etc.). Then explain or interpret the meaning of the quote using language and expressions studied in the unit. Support your interpretation with some specific examples. In the last part of your talk, analyze the importance of the quote and express your opinion. Use specific reasons, ideas, and examples in your analysis using the language and expressions studied in the unit. Prepare your presentation by drafting the various parts and taking it to a tutor or instructor for feedback on organization, content, and language use. Organize your talk into note cards to use, prepare visual aids, and practice your speech in front of a mirror or in front of others. Be aware of your gestures, posture, eye contact, volume, speech rate, and pronunciation. Practice until you are able to deliver your speech fluently in front of others.

## B. Academic Note-taking Assignment

1. You have read an article and listened to excerpts of lectures on Business Innovation. For this note-taking assignment, you are going to use techniques for making an informal outline to take notes as you watch a lecture on another topic related to business innovation. As you watch and listen, take notes on the lecture content using indentation to indicate relationships between main ideas and supporting ideas. Listen for specific lecture language used by the speaker to signal the main topic. Watch the lecture again and revise your notes as needed. Compare your notes with those of a classmate. Self-assess your comprehension of the lecture and your recognition of the lecture language, and be prepared to use your notes to answer comprehension questions regarding lecture content.

## C. Academic Discussion Assignment

1. You have read an article and watched a lecture on the topic of Celebrities in the Media. In groups of 4-5, discuss the positive and negative effects of increasing celebrity news coverage, practicing the strategies described in the unit for politely interrupting and asking for clarification. Discuss ideas from the article, the lecture, and your own experience. Use appropriate actions, expressions, and questions to continue the discussion until each person has had a chance to interrupt and ask for clarification.

## D. Pronunciation Assignment

1. Read the short paragraph to yourself and highlight all uses of the simple past tense with regular verbs. Then record yourself practicing the paragraph, focusing especially on the various sounds of the -ed endings. After you feel comfortable reading the paragraph fluently, record yourself using your phone or other available software and submit in Canvas for the instructor to grade.

## F. TEXTS AND OTHER READINGS (TYPICAL)

1. **Book:** Hamlin, Daniel (2016). *Inside Listening and Speaking 2* (1st/e). New York, New York Oxford.
2. **Book:** Sanabria, Kim and Sanabria, Carlos (2017). *Academic Encounters Level 2 Student's Book Listening and Speaking with Integrated Digital Learning* (2nd/e). Cambridge, United Kingdom Cambridge.
3. **Book:** Craven, Miles and Donnalley Sherman, Kristen (2019). *Q: Skills for Success, Level 3: Listening and Speaking* (2nd/e). New York, New York Oxford.
4. **Book:** Ostrowska, Sabina, Jordan, Nancy, Blackwell, Angela, & Gokay, Janet (2017). *Prism Level 2 Student's Book with Online Workbook Listening and Speaking* (1st/e). New York, New York Cambridge.

## III. DESIRED LEARNING

### A. OBJECTIVES

1. **Required Objectives**  
*Upon satisfactory completion of this course, the student will be able to:*
  - a. Take notes during a lecture or interview.
  - b. Use notes to answer questions regarding lecture or interview content.

- c. Interact effectively with others in small-group academic discussions.
- d. Demonstrate interest and respect for others in small-group academic discussions.
- e. Deliver a well-organized oral presentation which includes cohesive devices, correct grammar, and appropriate academic vocabulary at the low intermediate level, and which demonstrates attention to various aspects of body language and posture.
- f. Use a dictionary to find the new pronunciation of a word.
- g. Distinguish between voiced and voiceless consonant sounds.
- h. Pronounce -ed and -s endings.
- i. Distinguish various consonant and vowel sounds at the low intermediate level.
- j. Distinguish stress patterns in words.
- k. Distinguish and produce basic intonational patterns.

#### **IV. METHODS OF EVALUATION (TYPICAL)**

##### **A. FORMATIVE EVALUATION**

1. Note-taking assignments based on specific note-taking skills
2. Small-group academic discussions in which students demonstrate new study group communication techniques
3. Quizzes on vocabulary, note-taking, discussion, lecture, and aural/oral pronunciation content
4. Presentations in small-group format and/or whole class format
5. Voice recording tasks on pronunciation
6. Short oral interviews between instructor-student and/or student-student

##### **B. SUMMATIVE EVALUATION**

1. Final Examination demonstrating competency in note-taking, vocabulary, small-group discussion techniques, and public communication skills
2. Final listening exam and/or voice recording, oral interview, or public speaking task which incorporates the various pronunciation features studied in class

# ELIC - 23: Low Intermediate Listening and Speaking

## Course Learning Outcomes

*Upon satisfactory completion of this course, the student should be prepared to:*

1. Deliver well-organized oral presentations on academic subjects to a large group at a low intermediate level of speaking proficiency.
2. Identify main and supporting ideas from a lecture or interview.
3. Use effective academic discussion techniques to exchange information and ideas at a low intermediate level of speaking proficiency.
4. Identify and produce basic features of pronunciation, including: consonants and vowels effectively as syllables in simple words, common patterns of stress, -ed and -s word endings, and basic intonational patterns

Modesto Junior College  
Course Outline of Record

# ELIC 30

## I. OVERVIEW

*The following information will appear in the 2020 - 2021 catalog*

### ELIC 30—INTERMEDIATE ACADEMIC READING AND COMPOSITION

7 UNITS

**Formerly listed as:** *ELIC - 30: Intermediate Academic Reading and Composition A  
126 Lecture Hours , 252 Outside-of-Class Hours = 378 Total Student Learning Hours*

**Prerequisite:** *Satisfactory completion of ELIC 20 and ELIC 22.*

**Recommended for Success:** *Before enrolling in this course, students are strongly advised to concurrently enroll in ELIC 32 or satisfactorily complete ELIC 32.*

Further development of skills in active reading and composition, incorporating analysis, interpretation, use of academic vocabulary, cited sources, and self-editing. Focus is on summary/response reading compositions of 300-350 words and text-based compositions of increasing development, between 600-800 words. Field trips are not required. Not repeatable. (A-F or P/NP)

## II. LEARNING CONTEXT

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

### A. COURSE CONTENT

#### 1. Required Content:

##### A. Reading Skills

1. Development of analytical reading strategies for primarily non-adapted intermediate authentic / academic and literary text
  - a. Previewing content and organization using titles, headings, images, charts, graphs, etc.
  - b. Connecting text with prior knowledge
  - c. Contextualizing: Placing text in historical, biographical, and cultural contexts
  - d. Questioning for understanding and evaluation
  - e. Summarizing, annotating, note-taking, and using graphic organizers
  - f. Comparing, contrasting, and synthesizing related readings
  - g. Reflective freewriting to post-reading prompts which elicit critical analysis
2. Development of reading comprehension skills
  - a. Identification of mode of discourse, main ideas, audience, point(s) of view, bias, logical fallacies, unifying theme(s), and purpose of reading selections
  - b. Identification of textual components, i.e. introductions, conclusions, supporting details, and commentary and evaluation of the effectiveness of each

**APPROVED-AWAITING ACTIVATION**

- c. Identification of and evaluation of cohesive devices, i.e. transitions, repetition, pronouns, synonyms
  - d. Distinguishing between facts, inferences, and opinions, recognizing a variety of argumentative strategies and common logical fallacies.
  - e. Skimming for main ideas, content
  - f. Scanning for specific information
3. Development of high frequency and academic vocabulary (Academic Word Lists) knowledge at an intermediate level including:
- a. Multiple meanings
  - b. Word forms
  - c. Collocations
  - d. Patterns of usage, i.e. usual context/topics, connotation, register (formal, informal, slang)
4. Development and expansion of academic vocabulary study strategies
- a. Analysis of word patterns, affixes
  - b. Consideration of context clues, syntax patterns, and cognates
  - c. Word mapping
  - d. Flash card usage and creation
  - e. Extensive practice through creation of short paragraphs using target vocabulary
  - f. Review and expansion of dictionary skills including, but not limited to
    - i. Pronunciation guides
    - ii. Grammatical classification, i.e. nouns: count/non-count; verbs: transitive/intransitive, regular/irregular
    - iii. Register, i.e. archaic, formal, informal, slang
- B. Composition Skills
1. Utilization of the Writing Process
    - a. Pre-writing techniques: Free-writing, listing, use of graphic organizers, informal outlines, etc.
    - b. Drafting with a focus on organization and development
    - c. Revising: reviewing and refining purpose, argument, evidence, explanation, and achieving unity, coherence, and clarity
    - d. Proofreading and editing for word choice and error identification and correction

**APPROVED-AWAITING ACTIVATION**

2. Development of organizational and content skills in multi-paragraph compositions (reading responses) and essay compositions
  - a. Analytical comparison of multi-paragraph and essay compositions
  - b. Introductory elements
    - i. Opening strategies
    - ii. Including proper background information, i.e. identifying author and title of source texts, topic, situation
    - iii. Creation of proper thesis statements
  - c. Body elements of multi-paragraph compositions and essays
    - i. Organization of main and supporting ideas in logical patterns
    - ii. Clear topic sentences based on thesis statements
    - iii. Achieving unity, coherence, and sufficiency of development
      - i. Ensuring that each paragraph is about one idea
      - ii. Creating sentences which logically follow each other using "given-new" structure and other cohesive devices including proper transitions
      - iii. Use of sufficient facts, specific examples, descriptions, reasons, and expert opinions to fully support general statements or opinions
      - iv. Paraphrase, summary, and quotation of outside source material at an intermediate level
      - v. In-text MLA citation and framing of text-based support
      - vi. Commentary / Explanation: Using sentences to introduce, explain, and connect each support to the main idea
  - iv. Conclusion strategies
    - i. Restatement/summary of major ideas
    - ii. Analysis/significance of the topic/claim
    - iii. A variety of closing strategies
  - d. Utilizing intermediate sentence structure patterns (simple, compound, and complex) and use of an increasing variety of connectors (conjunctive adverbs, subordinators, coordinators) to produce a variety of sentences to increase coherence
  - e. Construction of academic thesis-driven and text-based multiple-paragraph compositions, incorporating the academic writing skills under development
  - f. Utilization of self-editing strategies at an intermediate level addressing a variety of errors

**2. Recommended Content:**

- A. Further development of skills in locating and evaluating sources
- B. Development of knowledge and use of literary devices, i.e. plot, climax, setting, characterization, symbolism, foreshadowing, etc.
- C. Systematic introduction to library resources
- D. Development of etymology

## **B. ENROLLMENT RESTRICTIONS**

### **1. Prerequisites**

Satisfactory completion of ELIC 20 and ELIC 22.

### **2. Advisories**

Before enrolling in this course, students are strongly advised to concurrently enroll in ELIC 32 or satisfactorily complete ELIC 32.

### **3. Requisite Skills**

*Before entering the course, the student will be able to:*

- A. Apply active reading strategies to low-intermediate academic text for comprehension, interpretation, and analysis.
- B. Analyze and evaluate low-intermediate academic text for purpose, perspective, organization, development, and other writing techniques.
- C. Apply a variety of strategies and techniques to the study of academic vocabulary with regard to meaning, use, and form.
- D. Write coherent formal multi-paragraph compositions in a variety of rhetorical modes using Modern Language Association (MLA) formatting and citation guidelines.
- E. Write reflective paragraphs incorporating text-based summary, interpretation, and response.
- F. Utilize a variety of sentence types, connectors, and level-appropriate academic vocabulary, avoiding excessive errors using self-editing strategies.
- G. Identify and analyze patterns of individual student error and apply self-editing techniques to reduce common errors.
- H. Edit sentences and paragraphs with various grammatical errors at the intermediate level.
- I. Compose paragraphs showing improved organization, greater development of ideas, and increased grammatical accuracy, especially regarding verb tenses.
- J. Construct sentences and questions in the following tenses avoiding excessive errors in verb form, use of auxiliaries and word order: past perfect and past perfect progressive.
- K. Distinguish with increased accuracy contexts requiring simple, progressive, perfect, and perfect progressive for 10 verb tenses.
- L. Compose paragraphs showing control of paragraph form and development, using verb tense shift where appropriate.
- M. Use gerunds and infinitives accurately within the scope of their knowledge.
- N. Edit sentences and paragraphs with various grammatical errors.

**APPROVED-AWAITING ACTIVATION**

- O. Self-identification of common individual error patterns in writing.
- P. Construct sentences utilizing articles and count and non-count nouns with accuracy at the low-intermediate level.
- Q. Report events using tense shift and pronoun changes (indirect speech).

**C. HOURS AND UNITS**

7 Units		
INST METHOD	TERM HOURS	UNITS
Lecture	126	7.00
Lab	0	0
Discussion	0	0
Activity	0	0

**D. METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

1. Interactive audio-visual lecture presentations of course materials
2. Modeling of scaffolded instructional and practice materials to support comprehensive academic reading skills and vocabulary development
3. Demonstration and modeling of reading and composition skills
4. Guided practice
5. Directed class and small group discussions
6. Individual consultation on written work
7. Written comments on students' assignments
8. Facilitated cooperative activities in a variety of partner and small group formats
9. Guest speakers and/or library presentations
10. Presentation of relevant audio-visual materials

**E. ASSIGNMENTS (TYPICAL)**

**1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

*Time spent on coursework in addition to hours of instruction (lecture hours)*

- A. Per term reading of 2 full-length (total of 250-350 page) books, not adapted for ESL students
- B. Weekly extensive and intensive reading assignments
- C. Weekly or bi-weekly vocabulary study activities and use of newly learned vocabulary in paragraph writing, totaling approximately 550-750 words
- D. Three-four formal 300-350 word analytical multi-paragraph compositions in response to reading assignments using the reading text(s) as source material for support, MLA-style
- E. Regular homework assignments including, but not limited to, note-taking, reading comprehension/analysis questions, journaling, and exercises to practice reading, composition, grammar, and editing skills
- F. Four formal multi-draft, revised and edited, multiple-paragraph compositions of increasing

APPROVED-AWAITING ACTIVATION

length, about 500-800 words, (MLA style)

- G. Weekly/bi-weekly vocabulary, reading, editing, and sentence grammar quizzes
- H. Per-term in-class text-based expository multi-paragraph compositions (mid-term and final)
- I. Regular use of online and/or face-to-face tutoring services

**2. EVIDENCE OF CRITICAL THINKING**

*Assignments require the appropriate level of critical thinking*

A. Multiple Paragraph Out-of-Class Cause/Effect Composition

- 1. Based on a study of stereotypes and examples of stereotyping from the reading texts, *Esperanza Rising* by Pam Muñoz Ryan and *Children of the Dust Bowl* by Jerry Stanley, analyze a stereotype from your own culture for causes and effects of the stereotype on those who stereotype and the victims of stereotyping.
- 2. Write a multiple-paragraph composition of about 600 words in which you describe the stereotype, show both causes and effects, and in the conclusion suggest a course of action for readers.

B. In-class Writing Exam: Compare/Contrast Composition

- 1. Prompt: Demonstrate your knowledge of the writing skills practiced in this unit by writing a four-paragraph composition based on the reading texts, *Esperanza Rising* by Pam Muñoz Ryan and *Children of the Dust Bowl* by Jerry Stanley. Include an introductory paragraph, one paragraph contrasting, one paragraph comparing, and a concluding paragraph. Select one of these topics:
  - a. Compare and contrast Marta and Esperanza.
  - b. Compare and contrast Esperanza as a person when she first leaves El Rancho del los Rosas and when Abuelita arrives in the United States after Esperanza has lived and worked for almost a year.
  - c. Compare and contrast the migrants from the Dust Bowl and the Mexicans who work in agriculture and live in the farmers' labor camps.
- 2. Begin the composition by including the name of the author and title of the book(s) you will refer to and a short statement identifying the topic--the people you will compare.
- 3. Support your statements with details from the texts. Explain each example and add comments to connect the support with your thesis, topic sentence, and/or main supporting idea. Cite each specific example, paraphrase, or quote, MLA style.
- 4. Include analysis in the concluding paragraph. Discuss some of these ideas: Why are the two subjects in the topic different? What are the result of the differences at this point in the texts? What do you predict for the future based on the comparison?

C. *The Omnivore's Dilemma*, Young Readers Edition: Comprehensive Vocabulary Study Activities Packet, Chapter 15

- 1. Step 1: Assess current knowledge of vocabulary and match definitions with words in context.

2. Step 2: Study chart of word forms and use the correct form in 26 sentences.
3. Step 3: Study information that contrast the words *assure*, *ensure*, and *insure*. Use the correct form in sentences.
4. Step 4: Prepare for a discussion using vocabulary: Sample discussion items below:
  - a. Have you seen or actually taken part in the slaughter of an animal for food? What did you think? How did you feel? If not, what do you think your reactions would be? Why?
  - b. How can you ensure that your food is safe? What might you learn that would cause you to stop eating certain foods?
5. Step 5: Word Trees
  - a. Choose three vocabulary words. Write one word in an oval. Draw five circles around the vocabulary word. In each circle write words that connect to the vocabulary word. Use sentences, phrases, synonyms, word forms, antonyms, or collocations.
6. Step 6: Paragraph Writing
  - a. Underline the vocabulary words or a form of the vocabulary word in the given sample paragraph.
  - b. Use eight vocabulary words or form of the word and write a paragraph.

#### F. TEXTS AND OTHER READINGS (TYPICAL)

1. **Book:** Fitzpatrick, Mary (2011). *Engaging Writing 2 Essential Skills for Academic Writing (2nd/e)*. White Plains, NY Pearson.
2. **Book:** Asplin, Wendy; Jacobe, Monica F.; Kennedy, Alan S. (2016). *Final Draft 3 (1st/e)*. New York, NY Cambridge.
3. **Book:** Williams, J., Brown, K., and Hood, S. (2014). *Academic Encounters Level 3 Reading and Writing Student's Book with Writing Skills Interactive (2nd/e)*. New York, New York Cambridge University Press.
4. **Other:** Two non-ESL-adapted book-length work(s) selected by the instructor. Past choices included *Esperanza Rising* by Pam Munoz Ryan, *Children of the Dust Bowl: The True Story of the School at Weedpatch Camp* by Jerry Stanley, *My Brother Sam is Dead* by James Lincoln Collier and Christopher Collier, *The Omnivore's Dilemma: Young Readers Edition* by Michael Pollan, and *They Poured Fire on Us from the Sky* by Benson Deng, Alephonsion Deng, and Benjamin Ajak. Instructors are encouraged to choose texts that assist in building student capacity to understand U.S. American culture, history, and contemporary topics that they will encounter in other English and college-level courses. Selection of non-fiction reading texts and instructional texts that integrate reading and writing is encouraged.

Vocabulary and Reading Comprehension and Response Course Packs for each book-length work selected, created by the instructor or a member of the EL Department.

These course packs will contain a variety of activities to support vocabulary acquisition of frequently used and academic language. Suggested content for targeted vocabulary includes the study of word forms, multiple meanings, collocations, register, connotation, affixes and root words, etymology, and pronunciation.

Suggested content to support reading skills development includes appropriate background information on the selected work including genre, historical and cultural context, and author(s); instruction and practice in annotation and note-taking strategies, including a variety of graphic

organizers; comprehensive activities to identify main ideas, supporting details, and other stylistic and literary characteristics, and instruction and practice in incorporating quotations and paraphrase into responses to prompts elicited by the reading selection.

### III. DESIRED LEARNING

#### A. OBJECTIVES

##### 1. Required Objectives

*Upon satisfactory completion of this course, the student will be able to:*

- a. Apply active reading strategies to intermediate academic text for comprehension, interpretation, and analysis.
- b. Analyze and evaluate intermediate academic text for purpose, perspective, organization, development, and other writing techniques.
- c. Apply a variety of strategies and techniques to the study of academic vocabulary with regard to meaning, use, and form.
- d. Write coherent in-class multiple-paragraph expository compositions and out-of-class multiple-paragraph, multi-draft expository compositions of 600-800 words in a variety of rhetorical modes.
- e. Write 300-350 word reflective paragraphs incorporating text-based summary, interpretation, and response.
- f. Utilize a variety of sentence types, connectors, and level-appropriate academic vocabulary, avoiding excessive errors using self-editing strategies.
- g. Employ Modern Language Association (MLA) formatting and citation guidelines.
- h. Identify and analyze patterns of individual student error and apply self-editing techniques to reduce common errors.

### IV. METHODS OF EVALUATION (TYPICAL)

#### A. FORMATIVE EVALUATION

1. Performance on homework and class exercises and activities
2. Out-of-class multi-draft multiple-paragraph compositions
3. Reflective personal and academic reading responses to assigned reading passages and journal writing
4. Quizzes including but not limited to editing, reading, grammar, composition skills, and vocabulary coursework
5. In-class written text-based multi-paragraph exam

#### B. SUMMATIVE EVALUATION

1. Final in-class text-based expository composition examination

**APPROVED-AWAITING ACTIVATION**

# ELIC - 30: Intermediate Academic Reading and Composition

## Course Learning Outcomes

*Upon satisfactory completion of this course, the student should be prepared to:*

1. Apply active reading strategies to comprehend, annotate, summarize, interpret, and analyze academic text and extensive reading sources at a high intermediate level.
2. Write organized, developed, and coherent reflective reading responses and personal and text-based topic-sentence driven expository paragraphs that incorporate basic rules of source citation, academic vocabulary, and accurate use of the English language at a high intermediate level.

Modesto Junior College  
Course Outline of Record

# ELIC 32

## I. OVERVIEW

*The following information will appear in the 2020 - 2021 catalog*

### ELIC 32—ACADEMIC ENGLISH LANGUAGE SUPPORT 2

4 UNITS

**Formerly listed as:** ELIC - 32: Intermediate - Integrated Grammar

**72 Lecture Hours , 144 Outside-of-Class Hours = 216 Total Student Learning Hours**

**Prerequisite:** Satisfactory completion of ELIC 22.

**Recommended for Success:** Before enrolling in this course, students are strongly advised to concurrently enroll in ELIC 30 or qualification by the MJC placement process.

Intermediate level grammar course for persons whose first language is not English. Emphasis on application of grammar to writing and increased focus on error awareness and editing skills. Field trips are not required. Not repeatable. (A-F or P/NP)

## II. LEARNING CONTEXT

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

### A. COURSE CONTENT

#### 1. Required Content:

##### A. Grammar Points

1. Review and Expansion of Verb Tenses
  - a. Simple vs. Progressive in the Present and Past
  - b. Present Perfect vs. Simple Past vs. Present Perfect Progressive
  - c. Simple Past vs. Past Perfect and Past Perfect Progressive
  - d. Past and Past Participle Forms of 130 Irregular Verbs
  - e. Introduction to Future Perfect and Future Perfect Progressive
2. Review and Expansion of Modals and Modal-Like Expressions in Present and Past
  - a. Advisability
  - b. Obligation
  - c. Certainty
3. Review and Expansion of Gerunds, Infinitives, and Base Forms
  - a. Gerunds and infinitives after 100 verbs

**APPROVED-AWAITING ACTIVATION**

- b. Verbs that take both gerunds and infinitives with no change in meaning
  - c. Verbs that take both gerunds and infinitives with a change in meaning
  - d. Causative verbs - active forms
  - e. Verbs of perception
4. Review and Expansion of Reported Speech
- a. Reported speech in all tenses
  - b. Introduction to yes/no questions
  - c. Introduction to *wh*-questions
  - d. *Wh*-questions vs. embedded questions
  - e. Introduction to reported commands, invitations, and requests
5. Introduction to Adjective Clauses
- a. Subject Adjective Clauses
    - i. Subject relative pronouns
    - ii. Identifying vs. non-identifying clauses
  - b. Object Adjective Clauses
    - i. Object relative pronouns (including *where/when*)
    - ii. Identifying vs. non-identifying clauses
6. Introduction to Passive Voice
- a. Active vs. Passive
  - b. Use with Verb Tenses
    - i. Simple Present
    - ii. Present Progressive
    - iii. Simple Past
    - iv. Present Perfect
7. Introduction to Conditionals
- a. Real Conditionals

**APPROVED-AWAITING ACTIVATION**

- i. Present
- ii. Past
- iii. Future
- iv. with 'hope'

b. Unreal Conditionals

- i. Present
- ii. Past
- iii. with 'wish'

B. Reading and Vocabulary

1. Vocabulary in articles and other short readings connected to content of target grammatical structures

C. Writing

1. Punctuation
2. Capitalization
3. Spelling
4. Paragraph format
5. Utilization of target grammatical structures

D. Editing

1. Sentence and paragraph level editing of target grammatical structures

**B. ENROLLMENT RESTRICTIONS**

**1. Prerequisites**

Satisfactory completion of ELIC 22.

**2. Advisories**

Before enrolling in this course, students are strongly advised to concurrently enroll in ELIC 30 or qualification by the MJC placement process.

**3. Requisite Skills**

*Before entering the course, the student will be able to:*

- A. Construct sentences and questions in the following tenses avoiding excessive errors in verb form, use of auxiliaries and word order: past perfect and past perfect progressive.
- B. Compose paragraphs showing control of paragraph form and development, using verb tense

**APPROVED-AWAITING ACTIVATION**

shift where appropriate.

- C. Diagram verb tenses on a timeline to show differences of meaning.
- D. Use gerunds and infinitives accurately within the scope of their knowledge.
- E. Edit sentences and paragraphs with various grammatical errors.
- F. Distinguish with increasing accuracy context requiring simple, progressive, and perfect progressive tenses.
- G. Construct sentences utilizing articles and count and non-count nouns with accuracy at the low-intermediate level.
- H. Report events using tense shift and pronoun changes (indirect speech).
- I. Utilize a variety of sentence types, connectors, and level-appropriate academic vocabulary, avoiding excessive errors using self-editing strategies.
- J. Identify and analyze patterns of individual student error and apply self-editing techniques to reduce common errors.

**C. HOURS AND UNITS**

4 Units		
INST METHOD	TERM HOURS	UNITS
Lecture	72	4.00
Lab	0	0
Discussion	0	0
Activity	0	0

**D. METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

1. Lecture
2. Presentation of audio/visual material
3. Guided class discussion of grammatical structures at the sentence and paragraph level
4. Guided class discussion of student errors from written assignments, quizzes and tests
5. Modeling of verb tense diagrams and written assignments
6. Guided class discussion of assigned readings

**E. ASSIGNMENTS (TYPICAL)**

**1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

*Time spent on coursework in addition to hours of instruction (lecture hours)*

- A. Daily written homework assignments focusing on grammatical structures and vocabulary taught during class (e.g., vocabulary fill-in-the-blank exercises, sentence completion, diagramming verb tenses, original sentences using particular grammatical structures, etc.)
- B. Weekly reading assignments (in textbooks) along with reading comprehension questions and vocabulary fill-in-the-blank exercises
- C. Weekly/Semi-weekly editing exercises focusing on location and correction of target grammatical structures

- D. Weekly/Bi-weekly paragraph-length writing assignments focusing on the target grammatical structure
- E. Weekly supplemental workbook/online exercises
- F. Weekly/Semi-weekly quizzes on grammatical points from textbooks and/or handouts
- G. Two-three times per term exams covering major grammatical points; exams will focus on sentence completion, editing, and include writing

## 2. **EVIDENCE OF CRITICAL THINKING**

*Assignments require the appropriate level of critical thinking*

- A. Complete the following quiz/test section by using the correct tense of the verb in bold. Pay attention to time expressions in order to help you choose the correct tense. Use a progressive form if the action focuses on duration, and use a perfect form if possible.
- B. Think of a well-known monument, building, or place in your home country. Using the passive voice, write one or two paragraphs describing the history of this place (when, why, and how it was built, etc.) Also describe what its original purpose was and what it is used for today.
- C. Describe your childhood home in one to two paragraphs using adjective clauses. Be sure to use both subject and object adjective clauses and a variety of relative pronouns. Check punctuation carefully for identifying and non-identifying adjective clauses.

## F. **TEXTS AND OTHER READINGS (TYPICAL)**

- 1. **Book:** Fuchs/Bonner (2016). *Focus on Grammar 4 with MyEnglishLab* (5th/e). Pearson Education ESL.
- 2. **Book:** Maurer (2016). *Focus on Grammar 5 with MyEnglishLab* (5th/e). Pearson Education ESL.
- 3. **Book:** Blass, Iannuzzi, Savage, O'Dell (2012). *Grammar and Beyond 3 Student Book* (1st/e). New York, NY Cambridge.
- 4. **Book:** O'Dell (2012). *Grammar and Beyond Level 3 Workbook* (1st/e). New York, NY Cambridge.
- 5. Other: Full ISBN for FOG 4 is - 9780134119991  
Full ISBN for FOG 5 is - 9780134133393  
FOG 4 and FOG 5 should be used together. Students may only need a few units from FOG 5, so instructor should keep that in mind when ordering textbooks.

## III. **DESIRED LEARNING**

### A. **OBJECTIVES**

#### 1. **Required Objectives**

*Upon satisfactory completion of this course, the student will be able to:*

- a. Distinguish with increased accuracy contexts requiring simple, progressive, perfect, and perfect progressive in all tenses.
- b. Construct statements and questions in the following tenses avoiding excessive errors in verb form, use of auxiliaries, and word order: future perfect and future perfect progressive.
- c. Diagram all 12 verb tenses on a timeline to show differences in meaning.
- d. Use gerunds, infinitives, and causatives with increased fluency and accuracy.

**APPROVED-AWAITING ACTIVATION**

- e. Use passive constructions in the simple present, present progressive, simple past, and present perfect with accuracy at the intermediate level.
- f. Use a variety of subject and object adjective clauses in speaking and writing with accuracy at the intermediate level.
- g. Construct sentences using real and unreal conditionals avoiding excessive errors in verb form and word order.
- h. Edit sentences and paragraphs with various grammatical errors at the intermediate level.
- i. Compose paragraphs showing improved organization, greater development of ideas, and increased grammatical accuracy, especially regarding verb tenses.
- j. Self-identification of common individual error patterns in writing.
- k. Employ accurate MLA formatting in written assignments.

#### **IV. METHODS OF EVALUATION (TYPICAL)**

##### **A. FORMATIVE EVALUATION**

- 1. Class work, including aural comprehension of English and written, oral, and dictation practice of grammatical structures in pairs/small groups
- 2. Written homework assignments, including sentence level work, verb diagrams, and editing exercises
- 3. Paragraph length written compositions
- 4. Online workbook assignments
- 5. Quizzes and tests on grammatical structures, editing, spelling, listening and vocabulary

##### **B. SUMMATIVE EVALUATION**

- 1. Written final examination (comprehensive exam with grammar, editing, and writing components)

# ELIC - 32: Academic English Language Support 2

## Course Learning Outcomes

*Upon satisfactory completion of this course, the student should be prepared to:*

1. Write paragraph-length compositions with grammatical and sentence-level accuracy at the intermediate level.
2. Use English grammar in speaking and writing with grammatical accuracy at the intermediate level.
3. Employ editing strategies to self-edit compositions at the intermediate level.

Modesto Junior College  
Course Outline of Record

# ELIC 33

## I. OVERVIEW

*The following information will appear in the 2020 - 2021 catalog*

### ELIC 33—INTERMEDIATE LISTENING AND SPEAKING

**4 UNITS**

**72 Lecture Hours , 144 Outside-of-Class Hours = 216 Total Student Learning Hours**  
**Recommended for Success:** *Before enrolling in this course, students are strongly advised to satisfactorily complete ELIC 23.*

Intermediate listening and speaking for students whose first language is not English. Focus is on aural comprehension of short lectures, effective participation in group discussions, further developing skills in academic note-taking, increasing discipline-based vocabulary, and delivery of short presentations, as well as identification and production of pronunciation features of American English, including: word stress at the sentence level, thought groups, reductions, and linking. Field trips are not required. Not repeatable. (A-F or P/NP)

## II. LEARNING CONTEXT

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

### A. COURSE CONTENT

#### 1. Required Content:

##### A. Pre-listening

1. Academic vocabulary specific to target situation, including pronunciation, the meaning used in the target text, and other common word forms
2. Connection of topic to previous knowledge, lecture, or academic discussion
3. Prediction of content and preparing for targeted listening using large and small group discussions and connecting the topic with personal experience

##### B. Listening

1. Continued identification of main ideas and details of short lectures and presentations
2. Review and expand the effect of the following on a speaker's presentation
  - a. Posture
  - b. Facial expression
  - c. Volume
  - d. Hand motions
  - e. Eye contact

**APPROVED-AWAITING ACTIVATION**

C. Note-taking

1. Review of content vs. function words
2. Review and expansion of symbols
3. Abbreviations
4. Using graphic organizers including
  - a. Pictures
  - b. Mapping
  - c. Charts

D. Interacting with a study group in an academic setting

1. Entering the discussion
2. Offering suggestions and advice
3. Agreeing/disagreeing
4. Asking for more information
5. Maintaining focus
6. Using vocabulary, idioms, and grammatical structures appropriate for a speaking situation
7. Using effective strategies for
  - a. Requesting clarification
  - b. Requesting repetition

E. Presentations to Class

1. Review and expansion of preparation strategies
  - a. Selection of appropriate topic
  - b. Brainstorming
  - c. Outline of presentation content and organization
    - i. Introduction and major idea
    - ii. Supporting ideas
    - iii. Closing
    - iv. Use of transition signals throughout presentation
  - d. Effective word choice

- i. Use of academic vocabulary and formal vs. informal language
    - ii. Explanation of terms/expressions likely unknown to audience
  2. Review of Strategies for Effective Communication
    - a. Practice
      - i. In front of a mirror
      - ii. In front of friends/family
      - iii. Using voice recorder to self-critique
      - iv. Using stop-watch or timer to monitor duration
    - b. Review and Reinforcement of Delivery
      - i. Volume and Speed
      - ii. Posture
      - iii. Eye Contact
      - iv. Body Language/Gestures
      - v. Clothing
      - vi. Use of notes/objects
      - vii. Pronunciation
        - i. Appropriate stress, intonation, and rhythm
  3. Collaboration with partner to prepare and deliver a class presentation
- F. Review and Expansion of Pronunciation Features of American English
  1. Word Stress
    - a. Review as necessary
      - i. Syllable timed languages vs. stress-timed languages
      - ii. Content vs. function words
    - b. Expansion
      - i. Changing word stress for emphasis or change in meaning

2. Intonation Patterns

a. Review as necessary

- i. Statements
- ii. Yes/No vs. Wh- Questions

3. Thought Groups

- a. Stress and Intonation
- b. Pauses

4. Reductions

a. Contractions and differences in meaning with:

- i. 's
- ii. 'd
- iii. 've

b. Unstressed syllables and schwa

5. Linking various sounds (to be taught in the context of content areas)

- a. Attention to and production of various word ending vowel + word beginning vowel combinations
- b. Attention to and production of various word ending consonant + word beginning vowel combinations

**2. Recommended Content:**

A. American English sound system

1. Review as necessary

- a. Vowels vs. Consonants
- b. Voiced vs. Voiceless sounds
- c. IPA symbols and dictionary pronunciation keys

B. Concepts of communication theory

**APPROVED-AWAITING ACTIVATION**

1. Speaker ethos - the audience's perception of the reliability of a speaker, influenced by the speaker's:
  - a. Clothing
  - b. Confidence
  - c. Friendliness
  - d. Reputation
  
2. Speaker logos - the audience's perception of the accuracy of a speaker's statements, influenced by the speaker's inclusion of:
  - a. Factual information about the topic
  - b. Statistics regarding the topic
  - c. Quotes from experts on the topic
  - d. Personal knowledge of the topic based on formal study or experience

**B. ENROLLMENT RESTRICTIONS**

**1. Advisories**

Before enrolling in this course, students are strongly advised to satisfactorily complete ELIC 23.

**2. Requisite Skills**

*Before entering the course, the student will be able to:*

- A. Take notes during a lecture or interview
- B. Use notes to answer questions regarding lecture or interview content
- C. Interact effectively with others in small-group academic discussions
- D. Demonstrate interest and respect for others in small-group academic discussions
- E. Deliver a well-organized oral presentation which includes cohesive devices, correct grammar, and appropriate academic vocabulary at the low intermediate level, and which demonstrates attention to various aspects of body language and posture
- F. Use a dictionary to find the new pronunciation of a word
- G. Distinguish between voiced and voiceless consonant sounds
- H. Pronounce -ed and -s endings
- I. Distinguish various consonant and vowel sounds at the low intermediate level
- J. Distinguish stress patterns in words
- K. Distinguish and produce basic intonational patterns

**C. HOURS AND UNITS**

<b>4 Units</b>
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APPROVED-AWAITING ACTIVATION

INST METHOD	TERM HOURS	UNITS
Lecture	72	4.00
Lab	0	0
Discussion	0	0
Activity	0	0

**D. METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

1. Interactive audio-visual lecture presentations of course materials
2. Facilitation of cooperative activities in a variety of partner and small group formats
3. Presentation of relevant audio/visual materials
4. Modeling of speaking and note-taking skills
5. Directed class and small group discussions
6. Individualized feedback on written work
7. Guided practice of listening tasks
8. Individualized pronunciation and presentation feedback
9. Modeling of mouth and tongue positions for pronunciation of sounds
10. Repetition of sounds by instructor

**E. ASSIGNMENTS (TYPICAL)**

**1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

*Time spent on coursework in addition to hours of instruction (lecture hours)*

- A. Daily reading and completion of textbook material
- B. Regular annotation of assigned readings using specific academic annotation strategies
- C. Weekly/bi-weekly listening and note-taking on assigned academic lectures using specific academic note-taking strategies
- D. Regular practice of new academic vocabulary
- E. Monthly voice recordings of pronunciation, including specific sounds and intonation
- F. Per term, 3-4 speeches for class presentation, demonstrating organization, content, vocabulary, and accurate pronunciation
  1. Optional submission of voice-recordings of speeches
- G. Weekly/bi-weekly quizzes and/or tests on vocabulary, note-taking, listening, and pronunciation

**2. EVIDENCE OF CRITICAL THINKING**

*Assignments require the appropriate level of critical thinking*

- A. Academic Presentation Assignment
  1. You have read an article and listened to a lecture on the Sociology of Leisure Time. Now, working with a partner, the two of you are going to jointly prepare and deliver a 3-4 minute

presentation on how your classmates spend their leisure time. For this task, choose one of the leisure activities mentioned in the chapter, or a different leisure activity chosen by you and your partner. Using the questions generated in class as examples, create 5-7 survey questions to find out how much time each of your classmates spends doing that activity. Present your findings to the class, including the questions you asked, the results of the survey, and any insights you drew from the results. Prepare your presentation by drafting the various parts of the presentation and taking it to a tutor or instructor for feedback on organization, content, and language use. Organize your talk into note cards to use during your presentation, and be sure to organize numbers, figures, and statistics for easy reference during your presentation. Practice delivering your speech with your partner in front of a mirror or in front of others. Use appropriate transitions when moving from one speaker to the other. Be aware of your gestures, posture, eye contact, volume, speech rate, and pronunciation. Practice until you are able to deliver your speech fluently in front of others.

#### B. Academic Note-taking Assignment

1. You have read an article and listened to a lecture excerpt on the changing nature of the news industry. For this note-taking assignment, you are going to use highlighting techniques as you watch a lecture on the effect of the Internet on news reporting. Take notes on the lecture content, using underlining, asterisks, arrows, and capitalization to identify very important ideas. Listen for specific lecture language used by the speaker to signal important information. Then watch the lecture again and revise your notes as needed. Self-assess your comprehension of the lecture and your recognition of the lecture language, and be prepared to use your notes to answer comprehension questions regarding lecture content.

#### C. Academic Group Discussion Assignment

1. You have read an article and watched a lecture on the topic of Gender and Spending. Now, in a group of 4-5, use academic discussion strategies for entering the discussion. With your group, discuss the difference between how men and women make purchases. As a group, address: 1) where women like to shop vs. where men like to shop, and 2) whether marketers need to use different marketing strategies for men and for women. Use appropriate expressions, non-verbal strategies, and interjections from the textbook to make a comment, ask a question, give an observation, or offer your opinion. Continue the discussion until everyone in the group has had a chance to practice techniques for entering the discussion.

#### D. Listening and Pronunciation Assignment

1. When speakers want to emphasize a word or idea, they do that by placing extra stress on that word. This means that they say the word louder and more slowly than other words. For this exercise, listen to the following recording of different sentences. For each number, you will hear the same sentence read twice. In the 'A' sentence, one particular word is stressed, and in the 'B' sentence, another word is stressed. As you listen, think about how the stressed word changes the meaning of the sentence. Using your handout, underline the stressed word that you hear. Then circle the letter of the description that best describes the speaker's meaning. When you are finished, compare your answers with a partner, and then practice saying each sentence with different word stress.

#### F. TEXTS AND OTHER READINGS (TYPICAL)

1. **Book:** Sanabria, Kim (2017). *Academic Encounters Level 3 Student's Book Listening and Speaking with Integrated Digital Learning* (2nd/e). New York, New York Cambridge.
2. **Book:** Hamilton, Karen (2015). *Inside Listening and Speaking 3* (1st/e). New York, New York Oxford.
3. **Book:** Craven and Sherman (2015). *Q: Skills for Success Listening and Speaking Level 3* (2nd/e). New York, NY Oxford.

4. **Book:** Lansford, Lewis, Brinks Lockwood, Robyn, Blackwell, Angela & Cavage Christina (2017). *Prism Level 3 Student's Book with Online Workbook Listening and Speaking* (1st/e). New York, New York Cambridge.

### III. DESIRED LEARNING

#### A. OBJECTIVES

##### 1. Required Objectives

*Upon satisfactory completion of this course, the student will be able to:*

- a. Demonstrate increased ability of note-taking techniques and quantity of notes during a lecture or interview.
- b. Use notes from a listening task to respond to questions about main idea and details orally and/or in written form.
- c. Demonstrate effective group communication devices and the ability to interact in a variety of member roles in academic discussion groups.
- d. Use appropriate communication devices for asking questions during an academic discussion.
- e. Deliver a well-organized oral presentation which includes cohesive devices, correct grammar, and appropriate academic vocabulary at the intermediate level, and which demonstrates attention to various aspects of body language and posture.
- f. Alter the stress of various words in a sentence to emphasize variations in sentence meaning.
- g. Distinguish and produce stress, intonation, and pauses in thought groups.
- h. Distinguish variations in meaning with different contractions.
- i. Distinguish and produce various linking sounds (word final + beginning of word).

### IV. METHODS OF EVALUATION (TYPICAL)

#### A. FORMATIVE EVALUATION

1. Small-group academic discussions in which students demonstrate new study group communication techniques
2. Note-taking assignments based on specific note-taking skills
3. Quizzes on vocabulary, note-taking, discussion, lecture, and aural/oral pronunciation content
4. Presentations in front of whole class
5. Voice recording tasks on pronunciation
6. Short oral interviews between instructor-student and/or student-student

#### B. SUMMATIVE EVALUATION

1. Final Examination demonstrating competency in note-taking, vocabulary, small-group, and public communication skills taught in the class
2. Final listening exam and/or voice recording, oral interview, or public speaking task which incorporates

**APPROVED-AWAITING ACTIVATION**

the various pronunciation features studied in class

# ELIC - 33: Intermediate Listening and Speaking

## Course Learning Outcomes

*Upon satisfactory completion of this course, the student should be prepared to:*

1. Deliver well-organized oral presentations on academic subjects to a large group at an intermediate level of speaking proficiency.
2. Identify main and supporting ideas and draw inferences from a lecture or interview.
3. Use effective academic discussion and presentation techniques with a small or large group at an intermediate level of speaking proficiency.
4. Identify and produce various features of pronunciation, including: variations on word stress at the sentence level, thought groups, reductions, and linking

Modesto Junior College  
Course Outline of Record

# ELIC 42

## I. OVERVIEW

*The following information will appear in the 2020 - 2021 catalog*

### ELIC 42—ACADEMIC ENGLISH LANGUAGE SUPPORT 3

**4 UNITS**

***Formerly listed as: ELIC - 142: High Intermediate - Integrated Grammar***

***72 Lecture Hours , 144 Outside-of-Class Hours = 216 Total Student Learning Hours***

***Prerequisite: Satisfactory completion of ELIC 32.***

***Recommended for Success: Before enrolling in this course, students are strongly advised to concurrently enroll in ELIC 140 or qualification by the MJC placement process.***

High intermediate level grammar course for persons whose first language is not English. Emphasis on application of grammar to writing and increased focus on error awareness and editing skills. Field trips are not required. Not repeatable. (A-F or P/NP)

## II. LEARNING CONTEXT

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

### A. COURSE CONTENT

#### 1. Required Content:

##### A. Grammar Points

#### 1. Review and Expansion of Verb Tenses

- a. Simple vs. Progressive (all tenses)
- b. Perfect vs. Perfect Progressive (all tenses)
- c. Past and Past Participle forms of 165-175 Irregular Verbs
- d. Review of Adverbial Time Clauses (all tenses)

#### 2. Expansion of Noun Clauses

- a. as Subjects
  - i. with *that*
  - ii. with embedded questions
- b. as Objects
  - i. with *that*
  - ii. with embedded questions

- c. Subjunctive after Certain Adjectives and Adverbs
3. Review and Expansion of Adverb Clauses
    - a. Adverb Clauses of:
      - i. place
      - ii. purpose
      - iii. condition
      - iv. cause
      - v. comparison/contrast
      - vi. concession
4. Review and Expansion of Adjective Clauses
    - a. Subject
    - b. Object (including *where/when*)
    - c. Object with Prepositions
    - d. Introduction to Expressions of Quantity/*Nouns + Which*
    - e. Introduction to Adjective Clause Reductions
      - i. adjective phrases
      - ii. appositives
5. Review and Expansion of Passive
    - a. Simple Present
    - b. Present Progressive
    - c. Simple Past
    - d. Present Perfect
    - e. Introduction to Passive in the following tenses:
      - i. Past Progressive
      - ii. Simple Future
      - iii. Past Perfect
      - iv. with Present and Past Modals

**APPROVED-AWAITING ACTIVATION**

6. Review of Participial Adjectives

- a. *-ed/-ing*
- b. Participials after *Get*

7. Review and Expansion of Causative Verbs

- a. Active
- b. Passive

8. Review of Conditionals

- a. Real Conditionals (all tenses and with *hope*)
- b. Unreal Conditionals (all tenses and with *wish*)
- c. Mixed Time Conditionals
  - i. actual situations
  - ii. conditionals

B. Reading and Vocabulary

- 1. Vocabulary in articles and other short readings connected to content of target grammatical structures

C. Writing

- 1. Punctuation
- 2. Capitalization
- 3. Spelling
- 4. Paragraph/Essay Format
- 5. Utilization of Target Grammatical Structures

D. Editing

- 1. Sentence and paragraph level editing of target grammatical structures

**B. ENROLLMENT RESTRICTIONS**

**1. Prerequisites**

Satisfactory completion of ELIC 32.

## 2. **Advisories**

Before enrolling in this course, students are strongly advised to concurrently enroll in ELIC 140 or qualification by the MJC placement process.

## 3. **Requisite Skills**

*Before entering the course, the student will be able to:*

- A. Construct statements and questions in the following tenses avoiding excessive errors in verb form, use of auxiliaries, and word order: future perfect and future perfect progressive.
- B. Distinguish with increased accuracy contexts requiring simple, progressive, perfect, and perfect progressive in all tenses.
- C. Diagram all 12 verb tenses on a timeline to show differences in meaning.
- D. Compose paragraphs showing improved organization, greater development of ideas, and increased grammatical accuracy, especially regarding verb tenses.
- E. Use gerunds, infinitives, and causatives with increased fluency and accuracy.
- F. Edit sentences and paragraphs with various grammatical errors.
- G. Use passive constructions in the simple present, present progressive, simple past, and present perfect with accuracy at the intermediate level.
- H. Use a variety of subject and object adjective clauses in speaking and writing with accuracy at the intermediate level.
- I. Construct sentences using real and unreal conditionals avoiding excessive errors in verb form and word order.
- J. Utilize a variety of sentence types and connectors in writing to effect coherence avoiding excessive errors.
- K. Analyze patterns of individual student error and apply self-editing techniques to address common patterns of error in student writing avoiding excessive errors in verb tense and form, word forms, sentence structure, punctuation, sentence boundaries, nouns and number, determiners, and word choice.

## C. **HOURS AND UNITS**

4 Units		
INST METHOD	TERM HOURS	UNITS
Lecture	72	4.00
Lab	0	0
Discussion	0	0
Activity	0	0

## D. **METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

- 1. Lecture
- 2. Presentation of audio/visual material
- 3. Guided class discussion of grammatical structures at the sentence and paragraph level
- 4. Guided class discussion of student errors from written assignments, quizzes and tests

**APPROVED-AWAITING ACTIVATION**

5. Modeling of verb tense diagrams and written assignments
6. Guided class discussion of assigned readings

**E. ASSIGNMENTS (TYPICAL)**

**1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

*Time spent on coursework in addition to hours of instruction (lecture hours)*

- A. Daily written homework assignments focusing on grammatical structures and vocabulary taught during class (e.g., vocabulary fill-in-the-blank exercises, sentence completion, diagramming verb tenses, original sentences using particular grammatical structures, etc.)
- B. Weekly reading assignments (in textbooks) along with reading comprehension questions and vocabulary fill-in-the-blank exercises
- C. Weekly/Semi-weekly editing exercises focusing on location and correction of target grammatical structures
- D. Weekly/Bi-weekly paragraph/multi-paragraph length writing assignments focusing on the target grammatical structure
- E. Weekly supplemental workbook/online exercises
- F. Weekly/Semi-weekly quizzes on grammatical points from textbooks and/or handouts
- G. Two/Three times per term exams covering major grammatical points; exams will focus on sentence completion, editing, and include writing

**2. EVIDENCE OF CRITICAL THINKING**

*Assignments require the appropriate level of critical thinking*

- A. Imagine your life in ten years. What do you think you will be doing? What are some goals that you will have accomplished by then? How will you have reached those goals? Using the handout provided, in column one, make notes about your future goals within the next ten years and how to plan to accomplish them. In the second column, make notes about where you will be in ten years. Then write a two-paragraph composition which describes your plans. Be sure to bold all future verb forms, including future, future progressive, future perfect, and future perfect progressive.
- B. Read the following sentences. With a partner, restate/rewrite the sentences using noun clauses. Choose from noun clauses as objects, subjects, embedded questions, and the subjunctive. Be sure to use each type of noun clauses at least once in this exercise.
- C. In the following passage, there are a variety of adverb clauses, including clauses of place, reason, condition, cause, comparison/contrast, and concession. Find at least one of each type of clause and label it in the space above. Then underline the dependent clause and circle the subordinating conjunction.

**F. TEXTS AND OTHER READINGS (TYPICAL)**

1. **Book:** Ediger/Lee (2014). *Elements of Success 3 with Online Practice* (1st/e). New York, New York Oxford University Press.
2. Other: Full ISBN for textbook - Elements of Success 3 with online practice is: 978-0194028264

**III. DESIRED LEARNING**

**A. OBJECTIVES**

## 1. **Required Objectives**

*Upon satisfactory completion of this course, the student will be able to:*

- a. Select appropriate verb tenses given a variety of realistically complex situations.
- b. Construct sentences using a variety noun clauses, including subject, object, with embedded questions, and with the subjunctive.
- c. Use passive constructions with accuracy at the high intermediate level.
- d. Identify a variety of adverb clause types in writing and use a variety of adverb clauses in compositions.
- e. Recognize reduced adjective phrases and appositives in writing and use reduced forms in compositions.
- f. Identify mixed time conditional types and construct sentences using various mixed time conditionals.
- g. Edit sentences and paragraphs with various grammatical errors at the high intermediate level.
- h. Compose multi-paragraph compositions showing greater improvement of organization, increasingly developed ideas, and greater grammatical accuracy for the high intermediate level.
- i. Self-identification of common individual error patterns in writing.
- j. Employ accurate MLA formatting in written assignments.

## IV. **METHODS OF EVALUATION (TYPICAL)**

### A. **FORMATIVE EVALUATION**

1. Class work, including aural comprehension of English and written, oral, and dictation practice of grammatical structures in pairs/small groups
2. Written homework assignments, including sentence level work, verb diagrams, and editing exercises
3. Paragraph and multi-paragraph length written compositions
4. Online workbook assignments
5. Quizzes and tests on grammatical structures, editing, spelling, listening, and vocabulary

### B. **SUMMATIVE EVALUATION**

1. Written final examination (comprehensive exam with grammar, editing, and writing components)

# ELIC - 42: Academic English Language Support 3

## Course Learning Outcomes

*Upon satisfactory completion of this course, the student should be prepared to:*

1. Write multi-paragraph compositions with grammatical and sentence-level accuracy at the high intermediate level.
2. Use English grammar in speaking and writing with grammatical accuracy at the high intermediate level.
3. Employ editing strategies to self-edit compositions at the high intermediate level.

Modesto Junior College  
Course Outline of Record

# ELIC 100

## I. OVERVIEW

*The following information will appear in the 2020 - 2021 catalog*

**ELIC 100—INTENSIVE READING, WRITING, AND REASONING FOR ENGLISH  
LANGUAGE LEARNERS**

**5 UNITS**

**90 Lecture Hours , 180 Outside-of-Class Hours = 270 Total Student Learning Hours**  
**Prerequisite:** Satisfactory completion of ELIC 140.

ELIC 100 is an alternative to English 100 or 101 that focuses on development of reading, writing, and critical thinking skills necessary to demonstrate competency in college-level composition for students whose first language is not English. The course provides a highly structured and supportive learning environment that specifically addresses the needs of language learners with regard to vocabulary, editing, language use, and cultural content instruction that often prove especially challenging for multi-lingual students in English 100 or 101 courses. The course includes an 8,000 word writing requirement with at least 6,000 words in essays that include academic text-based writing, use of a variety of sources, and a developed thesis. 2,000-3,000 of the 8,000 words must be research-based writing with proper MLA formatting and documentation resulting in a college-level research paper. Field trips might be required. Not repeatable. (A-F Only) **Transfer:** (CSU, UC) **General Education:** (MJC-GE: D1 ) (CSU-GE: A2 ) (IGETC: 1A )

## II. LEARNING CONTEXT

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

### A. COURSE CONTENT

#### 1. Required Content:

##### A. Critical Thinking and Reading

1. Identify thesis, main idea, or unifying theme of a reading selection.
2. Identify rhetorical strategies (e.g., modes of discourse), comment on the effect of one strategy on another in mixed discourse (e.g., the importance of exposition in furthering argument, the effect of description on narration), and identify rhetorical context (e.g., social, historical, cultural, and political).
3. Distinguish subordinate or supporting ideas and information from main ideas and distinguish between students' own thoughts and opinions and those of the writer.
4. Draw inferences and making judgments about a writer's thought and attitude, recognize tone of writing and effect of tone in fulfilling the purpose of the writing.
5. Identify techniques by which writers fulfill their purposes in various modes of discourse, such as:
  - a. Organizing principles in description
  - b. Transitional devices in exposition
  - c. Arrangement of main points in argument

**APPROVED-AWAITING ACTIVATION**

- d. Effective diction in narration
6. Identify strategies for approaching academic texts, especially challenging book-length texts:
- a. Previewing
  - b. Annotating
  - c. Note taking
  - d. Reviewing
  - e. Metacognition
- B. Critical Thinking and Writing
1. Writing Component:
    - a. Needs of audience for background and information and adapt the writing to satisfy the needs and expectations of different audiences.
    - b. Limitation topic or scope to what can be managed effectively in a given piece of writing
    - c. Establishment of an explicit or implicit thesis through a unifying theme or controlling idea
    - d. Principles of effective organization
    - e. Development of ideas through the use of evidence, example, explanation, analysis, and/or detail. Support of ideas with a variety of sources (e.g., cited references, personal experience, observation, etc.) that best fulfill the purpose of the writing
    - f. Adaptation of rhetorical strategies to the requirements of the writing situation (e.g., in-class writing, research writing, reflective writing).
    - g. Examination and analysis of students' own writing and that of other students to improve the effectiveness of the writing
    - h. Revision to improve organization, coherence, focus, and development
    - i. Improvement of grammar, punctuation, and diction as necessary
  2. Research and Information Literacy Competency Component:
    - a. State and narrow a research question, problem, or issue.
    - b. Create topics from and in conversation with course readings and themes.
    - c. Distinguish between primary and secondary sources.
    - d. Determine authority, bias, credibility, and relevance of sources (electronic and print).
    - e. Integrate effectively a variety of sources (e.g., popular, scholarly, government publications, technical, etc.) through summary, paraphrase, and quotation analysis.
    - f. Use established MLA conventions for in-text citations and the Works Cited page.
  3. Language Development Component

- a. Academic vocabulary, including but not limited to:
  - i. Multiple meanings
  - ii. Word forms
  - iii. Collocations
  - iv. Patterns of usage with regard to context, connotation, register, and grammatical usage
  
- b. Academic vocabulary study strategies, including but not limited to:
  - i. Association strategies
  - ii. Word mapping
  - iii. Flash card usage/creation
  - iv. Extensive practice through generation of text using target vocabulary
  - v. Utilization of word reference/dictionary skills
  
- c. Sentence structure and English language usage, including but not limited to:
  - i. Direct instruction in and practice of editing strategies for errors in verb tense and form, noun forms, word choice, word forms, sentence boundaries, and punctuation
  - ii. Use of academic sentence frames to make writing more academic and native-like
  - iii. Academic English devices for reporting and hedging of ideas
  - iv. Corpus-based approaches to English language usage in academic writing, such as noun modification, clause reduction, reported speech, modal usage in hedging, passive voice, academic uses of certain verbs, prepositional phrases for modifying nouns
  - v. A wide variety of connector usage (coordinating, subordinating, conjunctive adverbs) to communicate example, emphasis, alternative, addition, contrast, cause, effect, condition, refutation, concession)

## **B. ENROLLMENT RESTRICTIONS**

### **1. Prerequisites**

Satisfactory completion of ELIC 140.

### **2. Requisite Skills**

*Before entering the course, the student will be able to:*

- A. Apply active reading strategies to preview, comprehend, organize, annotate, interpret, and analyze advanced academic text and two full-length books of approximately 250-300 pages each.
  
- B. Apply a variety of strategies and techniques for the explicit study of new academic vocabulary and development of word-knowledge depth with regard to meaning, use, and form and utilize the vocabulary in writing at the advanced level.

**APPROVED-AWAITING ACTIVATION**

- C. Summarize and paraphrase the most salient information from an advanced level text.
- D. Write multi-draft and in-class formal expository and argumentative text-based essays (including elements of summary/response) incorporating multiple outside sources on complex topics.
- E. Apply strategies and methods of searching for outside sources including the use of a library resources, documenting source materials in-text and on a Works Cited page.
- F. Write 400-450-word informal reflective academic papers incorporating text-based summary, interpretation, evaluation, and response to readings, a full-length book, and/or articles.
- G. Utilize a variety of sentence types and connectors in writing to effect coherence avoiding excessive errors.
- H. Analyze patterns of individual student error and apply self-editing techniques to address common patterns of error in student writing avoiding excessive errors in verb tense and form, word forms, sentence structure, punctuation, sentence boundaries, nouns and number, determiners, and word choice.

**C. HOURS AND UNITS**

5 Units		
INST METHOD	TERM HOURS	UNITS
Lecture	90	5.00
Lab	0	0
Discussion	0	0
Activity	0	0

**D. METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

1. Interactive audio-visual lecture presentations of course material
2. Directed class and online small group discussions of reading and prompts
3. Facilitated cooperative activities in a variety of partner and small group formats
4. Demonstration and modeling of reading and composition skills
5. Individual consultations on written work
6. Language use, editing, and vocabulary tasks, activities, and games to reinforce, develop, and practice accuracy in the English language
7. Written comments and feedback on student writing
8. Scaffolded instruction to support academic reading skills and vocabulary development
9. Possible field trips
10. Guest speakers and/or library presentations

**E. ASSIGNMENTS (TYPICAL)**

**1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

*Time spent on coursework in addition to hours of instruction (lecture hours)*

- A. Per term reading of two full-length (250-350 page) books, not adapted for language learners with supplemental reading and vocabulary guides

APPROVED-AWAITING ACTIVATION

- B. Weekly or bi-weekly vocabulary study activities and use of newly learned vocabulary in paragraph-level assignments
- C. Weekly preparation for quizzes
- D. In-class text-based essays (mid-term and final)
- E. Regular use of online and fact-to-face tutoring services for all multi-draft written assignments
- F. Weekly extensive and intensive college-level reading assignments
- G. Regular homework assignments involving note-taking, reading comprehension/analysis questions, annotating, English language use activities and tasks, journaling, and editing activities geared for language learners
- H. One 2,500-word research paper
- I. Two formal 400-word academic reading responses to course readings
- J. Two (1,000-1,200) multi-draft text-based thesis-driven essays on topics end themes encountered in reading utilizing course texts and multiple outside sources

2. **EVIDENCE OF CRITICAL THINKING**

*Assignments require the appropriate level of critical thinking*

- A. **Reflective Academic Reading Response:** In the text, *Outliers*, Malcolm Gladwell discusses the concept of cultural disposition and its impact on one's ability to succeed. Briefly summarize, interpret, and evaluate his ideas on cultural disposition. Use specific text examples as support. In what ways do you see your own cultural disposition positively and/or negatively impacting your success in the United States? Explain with specific examples.
- B. **In-Class Essay:** After reading and discussing the text *Outliers* by Malcolm Gladwell, consider his claims on the 10,000 hour rule. Now read a brief article criticizing and contradicting Gladwell's theory. In a 1,000 to 1,250-word essay, briefly summarize and interpret Gladwell's 10,000 hour rule for a reader unfamiliar with the text and summarize the article critiquing the rule. In a thesis of your own explain your agreement or disagreement with the 10,000 hour rule. In your essay, be sure to include introductory material and well-developed body paragraphs that support your reasons for your opinion with specific examples and textual support. Conclude with a final analysis on the 10,000 hour rule using some of the articles read as a class against his claim. Be sure to concede or refute opposing viewpoints with textual support.
- C. **Out-of-Class Essay Example:** Write a 1,000-1,200-word MLA formatted thesis-driven essay (4-5 pages) summarizing and discussing Malcolm Gladwell's framework for identifying an outlier. Evaluate his framework and provide explanation for your evaluation using other textual sources. Then discuss an example of someone you believe to be an outlier and provide support for why you believe this person is an outlier. Draw from the Gladwell text in your essay as well as from other research you have done to support your claim. Use outside sources to provide sufficient evidence for your claims in the body of the essay and conclude the essay with thoughts on the significance of studying the attributes of outliers. Attribute all text sources with in-text citations and a works cited page.
- D. **Research Paper:** Consider social movements you have read about in articles and your extensive texts for this class as well as Gladwell's David and Goliath. Choose a social movement you are interested in. In a 2,500-word thesis-driven essay, discuss and analyze how the actions of leaders of the social movement you have chosen parallel with the attributes of David-type leaders or movements that Gladwell deems as being successful in his book. Use specific text and outside sources to support your ideas and parallels. Analyze and evaluate the strengths and weaknesses of the social movement in light of Gladwell's major ideas and viewpoints. Attribute all text sources with in-text citations and a works cited page of at least 5-7 sources.
- E. **Vocabulary Work:** Look at the twenty five academic word list words profiled from the reading article you were assigned for class. Choose eight to use in a paragraph of your own. Be sure to use correct singular/plural noun, verb, and word forms in your writing.

- F. Grammar/Editing Activity: Look at the following groups of sentences. Using a combination of adjective clauses, reduced adjective phrases, appositives, and prepositional phrases, combine the group of sentences into one longer, more complex, sophisticated sentence. Your final sentences will likely include multiple embedded clauses and phrases.

## F. TEXTS AND OTHER READINGS (TYPICAL)

1. **Book**: Gerald Graff and Cathy Birkenstein (2018). *They Say/I Say: The Moves that Matter in Academic Writing* (4th/e). Norton.
2. **Book**: Malcolm Gladwell (2011). *Outliers* (1st/e). New York Norton.
3. **Book**: Malcolm Gladwell (2015). *David and Goliath: Underdogs, Misfits, and the Art of Battling Giants* (1st/e). New York Little Brown and Company.
4. **Book**: Kurt Finsterbusch (2018). *Taking Sides: Clashing Views on Social Issues* (20th/e). New York McGraw Hill.
5. **Book**: Brian Stevenson (2015). *Just Mercy: A Study of Justice and Redemption* (1st/e). Spiegel and Grau.
6. **Book**: Michelle Alexander (2020). *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*(Reprint/e). New York The New Press.
7. **Manual**: Modern Language Association. MLA Handbook. Modern Language Association
8. **Other**: REPRESENTATIVE READINGS:  
Grapes of Wrath by John Steinbeck (1936)  
All the Light We Cannot See by Anthony Doerr (2015)
9. **Other**: Instructors are encouraged to choose texts that assist in building language learner student capacity to understand U.S. American culture, history, and contemporary topics that they will encounter in other English and college-level courses. Selection of non-fiction reading texts is encouraged due to the amount of academic vocabulary encountered in these texts that could transfer to comprehension of college-level texts across academic disciplines.

Vocabulary and Reading Comprehension and Response Course Packs for each book-length work selected are often created by the instructor or a member of the EL Department.

These course packs will contain a variety of activities to support vocabulary acquisition of frequently used words and academic language. Suggested content for targeted vocabulary includes the study of word forms, multiple meanings, collocations, register, connotation, affixes and root words, etymology, and pronunciation.

Suggested content to support reading skills development includes appropriate background information on the selected work including genre, historical and cultural context, and author(s); instruction and practice in annotation and note-taking strategies, including a variety of graphic organizers; comprehensive activities to identify main ideas, supporting details, and other stylistic and literary characteristics, and instruction and practice in incorporating quotations and paraphrase into responses to prompts elicited by the reading selection.

## III. DESIRED LEARNING

### A. OBJECTIVES

1. **Required Objectives**  
*Upon satisfactory completion of this course, the student will be able to:*
  - a. Apply active reading strategies to preview, comprehend, organize, annotate, interpret, evaluate, and analyze pre-collegiate un-adapted academic texts and a full-length book with special focus on the analysis of the use of rhetoric and tone to advance the author's point of view.

- b. Write coherent multi-draft and in-class formal multi-modal text-based essays avoiding faulty logic on abstract or ill-structured problems or topics synthesizing and analyzing multiple sources while addressing diverse perspectives.
- c. Comprehend and use a wide range of college-level academic words and phrases accurately and effectively.
- d. Apply a variety of strategies and techniques for the explicit study of new academic vocabulary and development of word-knowledge depth with regard to meaning, use, and form.
- e. Integrate fluently and attribute the ideas of others through paraphrase, summary, and quotation analysis into thesis-driven papers typical of pre-collegiate and collegiate-level courses using correct MLA formatting and citation.
- f. Write 400-450-word informal reflective academic papers incorporating text-based summary, interpretation, evaluation, and response to readings, a full-length book, and/or articles.
- g. Utilize a variety of sentence types and connectors in writing to effect coherence avoiding excessive errors.
- h. Analyze patterns of individual student error and apply self-editing techniques to address common patterns of error in student writing.
- i. Utilize a variety of methods and resources to search for outside sources including the use of a research database.
- j. Use the English language correctly in academic compositions at a near-native level of proficiency by self-editing common individual errors in grammar.
- k. Evaluate the credibility, relevancy, and currency of outside sources for use in written assignments.

#### **IV. METHODS OF EVALUATION (TYPICAL)**

##### **A. FORMATIVE EVALUATION**

1. Mid-term in-class text-based essay (required)
2. 2,000-3,000 words of research-based writing using current MLA conventions of documentation with 6-7 credible sources
3. Reflective academic reading responses and journal writing to assigned reading passages
4. Multiple drafts of out-of-class text-based essay assignments
5. Quizzes including but not limited to editing, reading, grammar, composition skills, and vocabulary coursework
6. Performance on homework, class discussion, class activities, and group work

##### **B. SUMMATIVE EVALUATION**

1. Final in-class text-based essay exam (required)
2. Written portfolios of work (optional)

**APPROVED-AWAITING ACTIVATION**

# ELIC - 100: Intensive Reading, Writing, and Reasoning for English Language Learners

## Course Learning Outcomes

*Upon satisfactory completion of this course, the student should be prepared to:*

1. Critically analyze readings.
2. Select credible sources.
3. Legitimately use scholarly sources by A) summarizing, paraphrasing, quoting, and documenting according to MLA conventions, B) integrating source ideas with their own ideas, and C) avoiding plagiarism.
4. Demonstrate competent control over written language, academic form, style, and tone.

Modesto Junior College  
Course Outline of Record

# ELIC 140

## I. OVERVIEW

*The following information will appear in the 2020 - 2021 catalog*

### ELIC 140—ADVANCED ACADEMIC READING AND COMPOSITION

7 UNITS

**Formerly listed as:** *ELIC - 140: Advanced- Academic Reading and Composition*

**126 Lecture Hours , 252 Outside-of-Class Hours = 378 Total Student Learning Hours**

**Prerequisite:** *Satisfactory completion of ELIC 30 and ELIC 32.*

**Recommended for Success:** *Before enrolling in this course, students are strongly advised to concurrently enroll in ELIC 42 or satisfactorily complete ELIC 42.*

Development of active critical reading strategies and composition skills incorporating analysis, interpretation, argumentation, summary and paraphrase of text, use of multiple attributed outside sources, academic vocabulary, and self-editing strategies. Focus is on the development of writing through multiple-draft expository summary/response and argumentative compositions relying on a synthesis of multiple outside sources of approximately 1,000 words (4 pages) each. Field trips are not required. Not repeatable. (A-F or P/NP) **Transfer:** (CSU, UC)

## II. LEARNING CONTEXT

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

### A. COURSE CONTENT

#### 1. Required Content:

##### A. Reading Skills

1. Strategies and skills for active and critical reading of advanced level text
  - a. Previewing content and organization using titles, headings, images, charts, graphs, etc.
  - b. Connecting text with prior knowledge
  - c. Contextualizing: placing text in historical, biographical, and cultural contexts
  - d. Questioning for understanding and evaluation
  - e. Summarizing, annotating, note-taking, and using graphic organizers
  - f. Comparing, contrasting, and synthesizing related readings
  - g. Reflective free-writing on post-reading prompts which elicit critical analysis
  - h. Skimming for main ideas/content
  - i. Scanning for details
  - j. Identifying author's main ideas, mode of discourse, unifying themes, various types of evidence, purpose, and tone
  - k. Identifying textual components (i.e. introductions, conclusions, supporting details, and commentary)

**APPROVED-AWAITING ACTIVATION**

- I. Analyzing use of cohesive devices
      - m. Distinguishing between facts, inferences, and opinions
      - n. identification of modes of persuasion (ethos, pathos, logos)
      - o. identification of common logical fallacies
  2. Academic vocabulary at the advanced level
    - a. Multiple meanings
    - b. Word forms
    - c. Collocations
    - d. Patterns of usage with regard to context, connotation, register, and grammatical usage
  3. Academic vocabulary study strategies
    - a. Association strategies
    - b. Word mapping
    - c. Flash card usage/creation
    - d. Extensive practice through generation of text using target vocabulary
    - e. Utilization of dictionary skills
- B. Composition Skills
  1. Utilization of the writing process
    - a. Pre-writing techniques: Free-writing, listing, use of graphic organizers, informal outlines, etc.
    - b. Drafting with a focus on organization and development
    - c. Revising: reviewing and refining purpose, argument, evidence, explanation, and achieving unity, coherence, and clarity
    - d. Proofreading and editing for word choice and error identification and correction
  2. Skills in formal composition organization and content in compositions of four pages
    - a. Introductory elements
      - i. Opening strategies
      - ii. Use of background information on a topic
      - iii. Introduction and summary of source reading material

**APPROVED-AWAITING ACTIVATION**

- iv. A thesis statement in response
  
- b. Body elements
  - i. Clear topic sentences
  - ii. Specific examples using multiple outside source materials
  - iii. Variety of different types of evidence to support claims
  - iv. Paraphrase, summary, and quotation of outside source material
  - v. Recognition of logical fallacies common in argumentative writing upon feedback from instructor
  - vi. In-text MLA citation and framing of text-based support
  - vii. Use of a variety of cohesive devices to introduce ideas, give examples, emphasis, provide contrast, express cause and effect, concession, refutation, condition, etc.
  - viii. Explanation and commentary of support as it relates to a topic/claim
  - ix. Closing strategies in paragraphs
  
- c. Conclusion elements
  - i. Restatement/summary of major ideas
  - ii. Analysis/significance of the topic/claim
  - iii. A variety of closing strategies
  
- d. MLA works cited page
- e. Utilization of self-editing strategies to address a variety of errors
- f. Instruction in the avoidance of common error patterns in word forms, verb tense and form, sentence boundaries, punctuation, noun, number, and determiners, and word choice
  
3. Written analytical responses to reading
  - a. Summary of text and response to prompts incorporating text
  
4. Sentence Structure: Review and expansion of advanced-level patterns
  - a. Compound and complex
  - b. Use of connectors
    - i. Conjunctive adverbs
    - ii. Subordinators
    - iii. Coordinators

- c. Expansion to more sophisticated use of cohesive devices and sentence structures
  - i. Compound-complex sentences
  - ii. Increased use of phrases, clauses, and nominal heading
  - iii. Expansion to sophisticated devices for reporting and hedging

5. Information literacy

- a. Using the internet or library resources to locate appropriate outside source material for compositions
- b. Evaluation of outside sources and evidence

**2. Recommended Content:**

- A. Analysis of unifying themes, relationship of readings to other readings, and competing perspectives in academic readings
- B. Review and expansion of literary devices (i.e. plot, climax, setting, characterization, symbolism, foreshadowing, etc.)

**B. ENROLLMENT RESTRICTIONS**

**1. Prerequisites**

Satisfactory completion of ELIC 30 and ELIC 32.

**2. Advisories**

Before enrolling in this course, students are strongly advised to concurrently enroll in ELIC 42 or satisfactorily complete ELIC 42.

**3. Requisite Skills**

*Before entering the course, the student will be able to:*

- A. Apply active reading strategies to intermediate academic text for comprehension, interpretation, and analysis.
- B. Analyze and evaluate intermediate academic text for purpose, perspective, organization, development, and other writing techniques.
- C. Apply a variety of strategies and techniques to the study of academic vocabulary with regard to meaning, use, and form.
- D. Write coherent multi-draft and in-class formal multiple-paragraph compositions in a variety of rhetorical modes.
- E. Write multiple informal paragraph and multiple-paragraph reflective texts incorporating text-based summary, interpretation, and response.
- F. Utilize a variety of sentence types, connectors, and level-appropriate academic vocabulary, avoiding excessive errors using self-editing strategies.

**APPROVED-AWAITING ACTIVATION**

- G. Employ Modern Language Association (MLA) formatting and citation guidelines.
- H. Identify and analyze patterns of individual student error and apply self-editing techniques to reduce common errors.
- I. Compose multi-paragraph compositions showing greater improvement of organization, increasingly developed ideas, and greater grammatical accuracy for the high intermediate level.
- J. Self-identification of common individual error patterns in writing.
- K. Employ accurate MLA formatting in written assignments.
- L. Distinguish with increased accuracy contexts requiring simple, progressive, perfect, and perfect progressive in all tenses.
- M. Construct statements and questions in the following tenses avoiding excessive errors in verb form, use of auxiliaries, and word order: future perfect and future perfect progressive.
- N. Diagram all 12 verb tenses on a timeline to show differences in meaning.
- O. Use gerunds, infinitives, and causatives with increased fluency and accuracy.
- P. Use passive constructions in the simple present, present progressive, simple past, and present perfect with accuracy at the intermediate level.
- Q. Use a variety of subject and object adjective clauses in speaking and writing with accuracy at the intermediate level.
- R. Construct sentences using real and unreal conditionals avoiding excessive errors in verb form and word order.
- S. Edit sentences and paragraphs with various grammatical errors at the intermediate level. Self-identify common individual error patterns in writing, and employ accurate MLA formatting in written assignments.
- T. Compose paragraphs showing improved organization, greater development of ideas, and increased grammatical accuracy, especially regarding verb tenses.

**C. HOURS AND UNITS**

7 Units		
INST METHOD	TERM HOURS	UNITS
Lecture	126	7.00
Lab	0	0
Discussion	0	0
Activity	0	0

**D. METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

1. Demonstration and modeling of reading and composition skills
2. Guided practice
3. Modeling of scaffolded instructional and practice materials to support comprehensive academic reading skills and vocabulary development
4. Interactive audio-visual lecture presentations of course materials
5. Facilitated cooperative activities in a variety of partner and small group formats

**APPROVED-AWAITING ACTIVATION**

6. Directed class and small group discussions
7. Individual consultations on written work
8. Guest speakers and/or library presentations
9. Presentation of relevant audio-visual materials
10. Written comments on students' assignments

**E. ASSIGNMENTS (TYPICAL)**

**1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

*Time spent on coursework in addition to hours of instruction (lecture hours)*

- A. Weekly extensive and intensive college-level reading assignments
- B. Four multiple draft essays of 1,000 words (4 pages each)
- C. Per term reading of two full-length (250-350 page) books, not adapted for ESL students
- D. Weekly to bi-weekly vocabulary study activities and use of newly learned vocabulary in paragraph-level assignments (totaling 700-1,000 words)
- E. Regular homework assignments including but not limited to note-taking, reading comprehension/analysis questions, annotating, sentence combining, journaling, and editing exercises
- F. Three to four formal 400-450 word reflective multi-paragraph compositions in response to reading assignments using the reading text(s) as source material for support, MLA-style
- G. Weekly/bi-weekly preparation for quizzes and exams
- H. Per term in-class text-based essay exams (mid-term and final)
- I. Regular use of online and face-to-face tutoring services

**2. EVIDENCE OF CRITICAL THINKING**

*Assignments require the appropriate level of critical thinking*

- A. Example of an Out-of-Class Essay Assignment Prompt: Write a 1,000 word (3-4 pages), MLA formatted, thesis-driven essay summarizing and discussing Dacher Marsh and Jason Keltner's article entitled "We Are All Bystanders." Discuss why people might or might not intervene in a specific difficult situation described in your introduction. Draw from the source article in your essay as well as from other essays we have read, such as Dorothy Barkin's article, "The Bystander Effect" to support your ideas. Use other outside sources if necessary to provide sufficient evidence for your claims in the body of the essay. Attribute all text sources with in-text citations and a works cited page.
- B. Example of a Reflective Academic Reading Response Prompt: In the memoir, "Warriors Don't Cry," reading newspaper articles on integration was very important to Melba. What effect did her reading of news and interaction with journalists have on Melba? Use specific examples and ideas from the text to support your answer. Do you feel engagement with the media in today's society is important in helping one become a better citizen? Why or why not? In what specific ways are journalists and the media helpful or not helpful in educating others about oppression today? Use specific examples.
- C. Example of Mid-Term In-Class Essay Assignment: After reading and annotating the article, "I'm a Culture, Not a Costume," write a 750-word essay discussing the ways in which you see negative stereotypes harming a particular group or community. In your essay, be sure to include an opening strategy, background information on the specific stereotype you see as harmful, and a thesis statement. In body paragraphs, be sure to include clear topic sentences and support drawn from the text with explanations and specific examples that connect in some way to the

ideas presented in the source article. Be sure to close your paragraphs with thoughtful analysis, and the essay with a concluding paragraph that summarizes your main ideas, returns to the source article, and provides thought analysis and a memorable closing strategy.

- D. **Out-of-Class Essay Example:** Write a 1,000 word (4-page) MLA formatted thesis-driven essay summarizing and discussing Malcolm Gladwell's stance on affirmative action in his book *David and Goliath*. Argue for or against affirmative action/special considerations for a particular group that you are familiar with. Draw from the source article read together as a class as well as from other article we have read on affirmative action to support your reasons for or against this special treatment. Be sure to include acknowledgement of opposing viewpoints for your reasons and your response to them. Use other outside sources if necessary to provide sufficient evidence for your claims in the body of the essay. Attribute all sources with in-text citations and a works cited page.
- E. **Example of a Final In-Class Writing Assignment:** After reading and annotating Jack DuVall's article, "Liberation without War," write a 750-word essay agreeing or disagreeing with his viewpoint on violent vs. non-violent response to conflict. You should also incorporate ideas from the extensive text you have been reading all semester by Martin Luther King, *Stride toward Freedom*, as well as other articles on justifications for the use of armed force. In your essay, be sure to include an opening strategy, summary of the article's main points, and a thesis statement. In body paragraphs, be sure to include clear topic sentences and support drawn from a variety of texts with explanations and specific examples that connect in some way to your argument and the ideas presented. Be sure to close your paragraphs with thoughtful analysis, end the essay with a concluding paragraph that summarizes your main ideas, returns to the source article, and provides a closing strategy with analysis.

## F. TEXTS AND OTHER READINGS (TYPICAL)

1. **Book:** Nancy E. Dollahite & Julie Haun (2012). *Sourcework: Academic Writing From Sources* (2nd/e). Boston National Geographic/Cengage Learning.
2. **Book:** Gerald Graff and Cathy Birkenstein (2018). *They Say/I Say: The Moves that Matter in Academic Writing* (4th/e). New York, New York Norton.
3. **Book:** Jeanne Lambert (2016). *Final Draft Level 4* (1st/e). New York Cambridge.
4. **Other: REPRESENTATIVE READINGS:**  
Grapes of Wrath by John Steinbeck (1936)  
All the Light We Cannot See by Anthony Doerr (2015)
5. **Other:** Two book-length works selected by the instructor, not adapted for ESL. Past choices have included the following:
  - Warriors Don't Cry by Melba Patillo-Beals,
  - The Kite Runner by Khaled Hosseini,
  - Stride toward Freedom by Martin Luther King
  - Walking with the Wind by John Lewis
  - David and Goliath by Malcolm Gladwell

Instructors are encouraged to choose texts that assist in building student capacity to understand U.S. American culture, history, and contemporary topics that they will encounter in other English and college-level courses. Selection of non-fiction reading texts that include academic word list vocabulary and instructional texts that integrate reading and writing is encouraged.

- Materials also need to include vocabulary and reading comprehension and response course packs for each book-length work selected, created by the instructor or a member of the ESL Department as well as English language support to make unadapted works accessible for students given that English language learners still require support in their reading of academic texts.

These course packs can contain a variety of activities to support vocabulary acquisition of frequently used and academic language. Suggested content for targeted vocabulary includes the study of word forms, multiple meanings, collocations, register, connotation, affixes and root words, etymology, and pronunciation.

Suggested content to support reading skills development includes appropriate background information on the selected work including genre, historical and cultural context, and author(s); instruction and practice in annotation and note-taking strategies, including a variety of graphic organizers; comprehensive activities to identify main ideas, supporting details, and other stylistic and literary characteristics, and instruction and practice in incorporating quotations and paraphrase into responses to prompts elicited by the reading selection.

### III. DESIRED LEARNING

#### A. OBJECTIVES

##### 1. Required Objectives

*Upon satisfactory completion of this course, the student will be able to:*

- a. Apply active reading strategies to preview, comprehend, organize, annotate, interpret, and analyze advanced academic text and two full-length books of approximately 250-300 pages each.
- b. Identify an author's main idea, purpose, tone, reasons, and various types of evidence in an advanced level reading selection.
- c. Apply a variety of strategies and techniques for the explicit study of new academic vocabulary and development of word-knowledge depth with regard to meaning, use, and form and utilize the vocabulary in writing at the advanced level.
- d. Summarize and paraphrase the most salient information from an advanced level text.
- e. Write multi-draft and in-class formal expository and argumentative text-based essays (including elements of summary/response) incorporating multiple outside sources on complex topics.
- f. Apply strategies and methods of searching for outside sources including the use of a library resources, documenting source materials in-text and on a Works Cited page.
- g. Write 400-450-word informal reflective academic papers incorporating text-based summary, interpretation, evaluation, and response to readings, a full-length book, and/or articles.
- h. Utilize a variety of sentence types and connectors in writing to effect coherence avoiding excessive errors.
- i. Analyze patterns of individual student error and apply self-editing techniques to address common patterns of error in student writing avoiding excessive errors in verb tense and form, word forms, sentence structure, punctuation, sentence boundaries, nouns and number, determiners, and word choice.

### IV. METHODS OF EVALUATION (TYPICAL)

#### A. FORMATIVE EVALUATION

1. Performance on homework and class exercises and activities
2. Mid-term in-class text-based expository essay exam
3. Out-of-class multi-draft and revised text-based expository and argumentative essays
4. Reflective academic reading responses to assigned reading passages and journal writing
5. Quizzes including but not limited to editing, reading, composition skills, and vocabulary coursework

**APPROVED-AWAITING ACTIVATION**

## **B. SUMMATIVE EVALUATION**

1. Final in-class text-based essay exam

# ELIC - 140: Advanced Academic Reading and Composition

## Course Learning Outcomes

*Upon satisfactory completion of this course, the student should be prepared to:*

1. Apply active reading strategies to comprehend, annotate, summarize, interpret, and analyze academic text and extensive reading sources at the advanced-high level with a focus on developing academic vocabulary.
2. Write organized, developed, and coherent reflective reading responses, and thesis driven expository and argumentative text-based essays that incorporate rules of source citation, outside sources, acknowledgement of and response to opposing viewpoints, academic vocabulary, and accurate use of the English language at the advanced-high level.

Modesto Junior College  
Course Outline of Record

# ELIC 910

## I. OVERVIEW

*The following information will appear in the 2020 - 2021 catalog*

### ELIC 910—ACADEMIC LANGUAGE SKILLS: SENTENCE STRUCTURE

**0 UNITS**

**9 Lecture Hours = 9 Total Student Learning Hours**

**Recommended for Success:** *Before enrolling in this course, students are strongly advised to demonstrate a high-beginning level of academic English language proficiency and have basic computer literacy to complete follow-up course activities and assessments in an online environment.*

This course provides academic English language instruction in the area of English sentence structure. The course is designed for English language learners who need an overview and/or review of basic concepts related to sentence types, connectors, common errors in sentence boundaries, and sentence punctuation. Native English speakers may also benefit from the instruction and are welcome to take the course as well. Course is repeatable. Field trips are not required. (Non-Graded course)

## II. LEARNING CONTEXT

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

### A. COURSE CONTENT

#### 1. Required Content:

Instruction on form, function, and meaning of language structures should be taught in the context of a topic or theme that is engaging to students.

#### A. Sentence Parts and Types

1. Subject, verb, and object
2. Sentences and clauses
3. Dependent and independent clauses
4. Simple
5. Complex
6. Compound

#### B. Sentence Connectors

1. Coordinating conjunctions (with emphasis on *so, or, but, and*)
2. Subordinating conjunctions (with emphasis on use of common subordinators: conditional, adverb, and noun clauses)
3. Conjunctive Adverbs (transitions)

**APPROVED-AWAITING ACTIVATION**

C. Sentence Boundary Errors

1. Run-ons
2. Comma splices
3. Fragments

D. Comma Usage

1. With introductory elements
2. In a series
3. In compound sentences
4. In complex sentences
5. Common errors

**2. Recommended Content:**

A. Sentence Parts and Types

1. Compound-complex sentences
2. Prepositional phrases vs. clauses

B. Comma Usage

1. In adjective clauses
2. In appositives
3. With locations, dates, and interjections

**B. ENROLLMENT RESTRICTIONS**

**1. Advisories**

Before enrolling in this course, students are strongly advised to demonstrate a high-beginning level of academic English language proficiency and have basic computer literacy to complete follow-up course activities and assessments in an online environment.

**2. Requisite Skills**

*Before entering the course, the student will be able to:*

- A. Demonstrate basic intermediate-level English vocabulary knowledge and reading proficiency in English.
- B. Demonstrate basic computer skills.

**C. HOURS AND UNITS**

0 Units		
INST METHOD	TERM HOURS	UNITS
Lecture	9	
Lab	0	
Discussion	0	
Activity		0

**D. METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

1. Modeling of and feedback on spoken, written, and editing activities
2. Instructor-facilitated small group and pair practice
3. Presentation of material in multiple media including computer projection, audio and video, PowerPoint, pictures, and whiteboard
4. Computer-assisted language skills activities

**E. ASSIGNMENTS (TYPICAL)**

**1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

*Time spent on coursework in addition to hours of instruction (lecture hours)*

Note to Instructors: Follow-up activities and assessments to in-class work may be available to be completed by students in a Canvas course shell.

- A. Participation in pair and small group activities
- B. Completion of handout and editing activities in class sessions
- C. Viewing of tutorials and video lessons
- D. Completion of at least five quizzes and practice activities
- E. Completion of at least one summative assessment

**2. EVIDENCE OF CRITICAL THINKING**

*Assignments require the appropriate level of critical thinking*

- A. Work in pairs to identify the various parts of the sentences on the screen (e.g. underline the subject(s), circle the verb(s), put a box around the independent clause(s), and double-underline the dependent clause(s). Then identify the sentence as simple, complex, or compound. Identify any connectors as subordinators, coordinators, or transitions.
- B. Work with a partner to identify the sentences in the paragraph as correct, fragments, run-ons, or comma splices. Explain what the error is to a partner and why it is an error using terms related to dependent and independent clauses. Discuss how to correct any errors and suggest appropriate connectors and/or punctuation if needed.
- C. After studying subordinate clauses with "wh-words," work with a partner to examine a set of sentences which include the subordinate clause in sentence-initial and sentence-final position. Work with a partner to discuss the use of the commas in these sentences and create a rule for when a comma should be used.

**F. TEXTS AND OTHER READINGS (TYPICAL)**

1. Other: Instructors will provide handouts and materials to students. Materials will also be provided by

the department on a Canvas course shell.

### III. DESIRED LEARNING

#### A. OBJECTIVES

##### 1. Required Objectives

*Upon satisfactory completion of this course, the student will be able to:*

- a. Recognize and identify the basic parts of a sentence (subject, verb, object, independent and dependent clauses).
- b. Recognize and identify basic sentence types in English.
- c. Identify and edit comma splices, fragments, and run-ons.
- d. Identify and edit misused commas in sentences.
- e. Identify and apply the use of a variety of sentence connectors (i.e. coordinating and subordinating conjunctions, and conjunctive adverbs/transitions).
- f. Identify and edit problems in the use of a variety of sentence connectors.

##### 2. Recommended Objectives

*Upon satisfactory completion of the course (when the related recommended content is covered) the student will be able to:*

- a. Identify compound/complex sentences and apply rules of punctuation.
- b. Identify and edit use of commas in adjective clauses, dates, locations, and appositives.

### IV. METHODS OF EVALUATION (TYPICAL)

#### A. FORMATIVE EVALUATION

1. Editing exercises
2. Workshop activities (teacher-observed student participation)
3. Practice activities/quizzes

#### B. SUMMATIVE EVALUATION

1. Test(s)

# ELIC - 910: Academic Language Skills: Sentence Structure

## Course Learning Outcomes

*Upon satisfactory completion of this course, the student should be prepared to:*

1. Identify and edit errors in sentence connectors, structure, and punctuation.
2. Identify and explain the use of basic English sentence types, punctuation, and connectors.
3. Demonstrate communicative use of correct sentence structure and connectors.

Modesto Junior College  
Course Outline of Record

# ELIC 911

## I. OVERVIEW

*The following information will appear in the 2020 - 2021 catalog*

### ELIC 911—ACADEMIC LANGUAGE SKILLS: VERB TENSES

**0 UNITS**

**9 Lecture Hours = 9 Total Student Learning Hours**

**Recommended for Success:** *Before enrolling in this course, students are strongly advised to demonstrate a high-beginning level of academic English language proficiency and have basic computer literacy to complete follow-up course activities and assessments in an online environment.*

This course provides academic English language instruction in the English verb tense system. The course is designed for English language learners who need an overview and/or review of simple tenses, progressive tenses, perfect tenses, and tense shifts. Native English speakers may also benefit from the instruction and are welcome to take the course as well. Course is repeatable. Field trips are not required. (Non-Graded course)

## II. LEARNING CONTEXT

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

### A. COURSE CONTENT

#### 1. Required Content:

Instruction on form, function, and meaning of language structures should be taught in the context of a topic or theme that is engaging to students.

#### A. Simple Tenses Overview

1. simple past
2. simple present
3. future forms (emphasis on *will* and *be going to*)
4. time expressions commonly associated with the various tenses
5. common errors

#### B. Progressive Tenses Overview

1. past progressive
2. present progressive
3. future progressive
4. time expressions commonly associated with the various tenses
5. common errors

C. Perfect Aspect Overview

1. present perfect
  - a. action begun in the past and continuing to the present
  - b. indefinite past
2. past perfect
3. future perfect
4. time expressions commonly associated with the various tenses
5. common errors

D. Verb Tense Shifts

1. guidelines for tense shifts
2. overview of time expressions commonly associated with the various tenses
3. common errors

2. **Recommended Content:**

- A. Use of punctuation associated with the various verb tenses
- B. Use of connectors commonly used with various verb tenses

B. **ENROLLMENT RESTRICTIONS**

1. **Advisories**

Before enrolling in this course, students are strongly advised to demonstrate a high-beginning level of academic English language proficiency and have basic computer literacy to complete follow-up course activities and assessments in an online environment.

2. **Requisite Skills**

*Before entering the course, the student will be able to:*

- A. Demonstrate basic intermediate-level English vocabulary knowledge and reading proficiency in English.
- B. Demonstrate basic computer skills.

C. **HOURS AND UNITS**

0 Units		
INST METHOD	TERM HOURS	UNITS
Lecture	9	
Lab	0	

**APPROVED-AWAITING ACTIVATION**

Discussion	0	
Activity		0

**D. METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

1. Modeling of and feedback on spoken, written, and editing activities
2. Instructor-facilitated small group and pair practice
3. Presentation of material in multiple media including computer projection, audio and video, PowerPoint, pictures, and whiteboard
4. Computer-assisted language skills activities

**E. ASSIGNMENTS (TYPICAL)**

**1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

*Time spent on coursework in addition to hours of instruction (lecture hours)*

Note to Instructors: Follow-up activities and assessments to in-class work may be available to be completed by students in a Canvas course shell.

- A. Participation in pair and small group activities
- B. Completion of handout and editing activities in class sessions
- C. Viewing of tutorials and video lessons
- D. Completion of at least four quizzes and practice activities
- E. Completion of at least one summative assessment

**2. EVIDENCE OF CRITICAL THINKING**

*Assignments require the appropriate level of critical thinking*

- A. Work in pairs to identify errors in the various verb tenses used in the paragraph and correct them. Explain why the verb tenses are used. Choose four verb tense examples to diagram or draw using a timeline format. Where there are shifts in tense usage, explain in your group why the tenses in the paragraph shift.
- B. Work in pairs to finish the sentences that begin typical time expressions often used with present perfect. Use your own ideas to make true statements about yourself or others you know. Be sure to monitor your partner's and your own correct usage of present perfect forms.
- C. Read the paragraph together with a partner and highlight all the progressive tenses. Why does the writer use progressive tenses in the sentences? Choose reasons from the list on the screen. Then circle all the time expressions used with progressive tenses. Use these time expressions in sentences of your own. Share your sentences with a partner.

**F. TEXTS AND OTHER READINGS (TYPICAL)**

1. Other: Instructors will provide handouts and materials to students. Materials will also be provided by the department on a Canvas course shell.

**III. DESIRED LEARNING**

**A. OBJECTIVES**

**1. Required Objectives**

*Upon satisfactory completion of this course, the student will be able to:*

- a. Recognize and identify simple, progressive, and perfect verb tenses.
- b. Explain the meaning, form, and function of simple, progressive, and perfect verb tenses.
- c. Demonstrate use of simple, progressive, and perfect verb tenses.
- d. Identify and edit problems in simple, progressive, and perfect tenses as well as verb tense shifts.
- e. Identify and demonstrate use of time expressions common to the various verb tenses.

**2. Recommended Objectives**

*Upon satisfactory completion of the course (when the related recommended content is covered) the student will be able to:*

- a. Identify and demonstrate use of appropriate punctuation in simple, progressive, and perfect verb tenses.
- b. Identify and demonstrate use of appropriate connectors in simple, progressive, and perfect tenses.

**IV. METHODS OF EVALUATION (TYPICAL)**

**A. FORMATIVE EVALUATION**

1. Workshop activities (teacher-observed student participation)
2. Editing exercises
3. Quizzes and practice activities

**B. SUMMATIVE EVALUATION**

1. Test(s)

# ELIC - 911: Academic Language Skills: Verb Tenses

## Course Learning Outcomes

*Upon satisfactory completion of this course, the student should be prepared to:*

1. Identify and edit errors in simple verb tenses, progressive verb tenses, perfect forms, and verb tense shifts.
2. Identify and explain the use of simple tenses, progressive tenses, and perfect tenses in past, present, and future forms.
3. Demonstrate communicative use of simple, progressive, and perfect verb tenses.

Modesto Junior College  
Course Outline of Record

# ELIC 912

## I. OVERVIEW

*The following information will appear in the 2020 - 2021 catalog*

### ELIC 912—ACADEMIC LANGUAGE SKILLS: VERB FORMS

**0 UNITS**

**9 Lecture Hours = 9 Total Student Learning Hours**

**Recommended for Success:** *Before enrolling in this course, students are strongly advised to demonstrate a high-beginning level of academic English language proficiency and have basic computer literacy to complete follow-up course activities and assessments in an online environment.*

This course provides academic English language instruction in the area of English verb forms. The course is designed for English language learners who need an overview and/or review of basic concepts related to the English verb form system including gerunds and infinitives, passive and active voice, subject-verb agreement, and an overview of the uses of past forms, base forms, -ing, -s ending, and past participle verb forms in English. Native English speakers may also benefit from the instruction and are welcome to take the course. Course is repeatable. Field trips are not required. (Non-Graded course)

## II. LEARNING CONTEXT

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

### A. COURSE CONTENT

#### 1. Required Content:

Instruction on form, function, and meaning of language structures should be taught in the context of a topic or theme that is engaging to students.

#### A. Gerunds and Infinitives

1. gerunds as objects after certain verbs
2. infinitives as objects after certain verbs
3. infinitives of purpose
4. common error patterns in verb forms
5. strategies for editing error patterns

#### B. Passive and Active Voice

1. use of passive voice in past and present
2. contrast with active voice
3. common error patterns in verb forms
4. strategies for editing error patterns

**APPROVED-AWAITING ACTIVATION**

C. Subject-Verb Agreement

1. guidelines for subject-verb agreement
  - a. compound and collective noun subjects
  - b. singular vs. plural pronoun agreement
  - c. non-count vs. count nouns as subjects
  - d. there + be as subject
  - e. quantifying words and phrases as subjects
2. common error patterns
3. strategies for editing subject-verb agreement problems

D. Verb Forms Overview

1. overview and review of gerund and -ing verb form usage
2. overview and review of infinitive verb form usage
3. overview of base form usage
4. overview of -s ending verb form usage
5. overview of past participle verb form usage
6. common error patterns in verb forms
7. strategies for editing verb form errors

**2. Recommended Content:**

A. Gerunds and Infinitives

1. infinitives as subjects
2. infinitives after certain adjectives
3. gerunds as subjects
4. gerunds after prepositions

B. Passive and Active Voice

1. passive voice in present perfect, past perfect, and future forms
2. participial (-ed/-ing adjectives)

C. Subject-Verb Agreement

1. reporting numbers and data
2. correlative conjunctions (e.g. neither...nor, either...or, both... and

## B. ENROLLMENT RESTRICTIONS

### 1. Advisories

Before enrolling in this course, students are strongly advised to demonstrate a high-beginning level of academic English language proficiency and have basic computer literacy to complete follow-up course activities and assessments in an online environment.

### 2. Requisite Skills

*Before entering the course, the student will be able to:*

- A. Demonstrate basic intermediate-level English vocabulary knowledge and reading proficiency in English.
- B. Demonstrate basic computer skills.

## C. HOURS AND UNITS

0 Units		
INST METHOD	TERM HOURS	UNITS
Lecture	9	
Lab	0	
Discussion	0	
Activity		0

## D. METHODS OF INSTRUCTION (TYPICAL)

*Instructors of the course might conduct the course using the following method:*

1. Modeling of and feedback on spoken, written, and editing activities
2. Instructor-facilitated small group and pair practice
3. Presentation of material in multiple media including computer projection, audio and video, PowerPoint, pictures, and whiteboard
4. Computer-assisted language skills activities

## E. ASSIGNMENTS (TYPICAL)

### 1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

*Time spent on coursework in addition to hours of instruction (lecture hours)*

Note to Instructors: Follow-up activities and assessments to in-class work may be available to be completed by students in a Canvas course shell.

- A. Participation in pair and small group activities
- B. Completion of handout and editing activities in class sessions
- C. Viewing of tutorials and video lessons
- D. Completion of at least four quizzes and practice activities

**APPROVED-AWAITING ACTIVATION**

- E. Completion of at least one summative assessment

**2. EVIDENCE OF CRITICAL THINKING**

*Assignments require the appropriate level of critical thinking*

- A. Work in pairs to read the paragraph and highlight all the verbs. Highlight base form, past participle, past, -s ending, progressive forms, and gerund and infinitive forms with different colors. Discuss why the verb form is used based on the guidelines given during the class session.
- B. Work with a partner to read the paragraph. Highlight all the verb forms. Find the six errors in verb forms and discuss how to edit the problems based on verb form usage guidelines.
- C. Watch the video about how something is made. Afterward, discuss why the passive verb form was used to describe the process rather than active voice. Take turns retelling the process of how the thing in the video is made using passive voice and the verbs provided. Be careful to use the correct verb forms. Monitor your and your partner's use of the verbs in your discussion.

**F. TEXTS AND OTHER READINGS (TYPICAL)**

- 1. Other: Instructors will provide handouts and materials to students. Materials will also be provided by the department on a Canvas course shell.

**III. DESIRED LEARNING**

**A. OBJECTIVES**

**1. Required Objectives**

*Upon satisfactory completion of this course, the student will be able to:*

- a. Recognize and identify basic concepts related to the English verb form system: base form verbs, gerunds and infinitives, passive and active forms, subject-verb agreement, past participles, past forms, progressive forms, and -s ending forms.
- b. Explain the meaning, form, and function of verb forms studied.
- c. Demonstrate use of verb forms studied.
- d. Identify and use strategies to edit problems in verb forms studied.

**2. Recommended Objectives**

*Upon satisfactory completion of the course (when the related recommended content is covered) the student will be able to:*

- a. Identify, edit, and demonstrate use of gerunds and infinitives as subjects, gerunds after prepositions, and infinitives after certain adjectives.
- b. Identify, edit, and demonstrate use of passive voice verb forms in present perfect, past perfect, and future forms and participial (-ed/-ing) adjectives.
- c. Identify, edit, and demonstrate use of subject-verb agreement with numbers, data, and correlative conjunctions (e.g. neither... nor, either...or, both...and).

**IV. METHODS OF EVALUATION (TYPICAL)**

**APPROVED-AWAITING ACTIVATION**

**A. FORMATIVE EVALUATION**

1. Workshop activities (teacher-observed student participation)
2. Editing exercises
3. Quizzes and practice activities

**B. SUMMATIVE EVALUATION**

1. Test(s)

# ELIC - 912: Academic Language Skills: Verb Forms

## Course Learning Outcomes

*Upon satisfactory completion of this course, the student should be prepared to:*

1. Identify and edit errors in a variety of verb forms.
2. Identify and explain the use of past participle, past, present, infinitive, progressive, gerund, passive, and base form verbs.
3. Demonstrate communicative use of a variety of verb forms.

Modesto Junior College  
Course Outline of Record

# ELIC 913

## I. OVERVIEW

*The following information will appear in the 2020 - 2021 catalog*

### **ELIC 913—ACADEMIC LANGUAGE SKILLS: NOUNS, PRONOUNS, ARTICLES**

**0 UNITS**

**9 Lecture Hours = 9 Total Student Learning Hours**

**Recommended for Success:** *Before enrolling in this course, students are strongly advised to demonstrate a high-beginning level of academic English language proficiency and have basic computer literacy to complete follow-up course activities and assessments in an online environment.*

This course provides academic English language instruction in the area of pronouns, articles, and count and non-count nouns in English. The course is designed for English language learners who need an overview and/or review of basic concepts related to these structures. Native English speakers may also benefit from the instruction and are welcome to take the course. Course is repeatable. Field trips are not required. (Non-Graded course)

## II. LEARNING CONTEXT

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

### A. COURSE CONTENT

#### 1. Required Content:

Instruction on form, function, and meaning of language structures should be taught in the context of a topic or theme that is engaging to students.

#### A. Count and Non-Count Nouns

1. contrast of count and non-count nouns
2. nouns that are both count and non-count
3. quantifying words and expressions
4. common error patterns in count and non-count nouns
5. strategies for editing errors

#### B. Article Usage

1. definite article usage
2. indefinite article usage
3. zero article usage
4. common error patterns in article usage
5. strategies for editing errors in articles

C. Pronouns

1. subject pronouns
2. object pronouns- direct and indirect
3. possessive pronouns and adjectives
4. use of possessive apostrophes
5. common error patterns in pronoun usage
6. strategies for editing pronoun problems

D. Pronoun Reference and Agreement

1. antecedent agreement in number and gender
2. antecedent agreement with *which*, *that*, and *this*
3. vague pronouns (e.g. *it*, *they*, and *you*)
4. pronoun reference with relative pronouns (*who*, *which*, and *that*)
5. common errors in pronoun reference
6. strategies for editing errors in pronoun reference and agreement

**B. ENROLLMENT RESTRICTIONS**

**1. Advisories**

Before enrolling in this course, students are strongly advised to demonstrate a high-beginning level of academic English language proficiency and have basic computer literacy to complete follow-up course activities and assessments in an online environment.

**2. Requisite Skills**

*Before entering the course, the student will be able to:*

- A. Demonstrate basic intermediate-level English vocabulary knowledge and reading proficiency in English.
- B. Demonstrate basic computer skills.

**C. HOURS AND UNITS**

0 Units		
INST METHOD	TERM HOURS	UNITS
Lecture	9	
Lab	0	
Discussion	0	

Activity		0
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**D. METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

1. Modeling of and feedback on spoken, written, and editing activities
2. Instructor-facilitated small group and pair practice
3. Presentation of material in multiple media including computer projection, audio and video, PowerPoint, pictures, and whiteboard
4. Computer-assisted language skills activities

**E. ASSIGNMENTS (TYPICAL)**

**1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

*Time spent on coursework in addition to hours of instruction (lecture hours)*

Note to Instructors: Follow-up activities and assessments to in-class work may be available to be completed by students in a Canvas course shell.

- A. Participation in pair and small group activities
- B. Completion of handout and editing activities in class sessions
- C. Viewing of tutorials and video lessons
- D. Completion of at least four quizzes and practice activities
- E. Completion of at least one summative assessment

**2. EVIDENCE OF CRITICAL THINKING**

*Assignments require the appropriate level of critical thinking*

- A. With a partner, read the paragraph and highlight all the pronouns in the paragraph. Discuss with a partner whether or not the pronouns are used correctly or incorrectly. Try to find as many errors as you can. Then listen to the lesson on pronoun reference and agreement. Go back to the paragraph and discuss any other errors that you find and how you might correct them based on the guidelines for pronoun reference and agreement. Edit the errors in the paragraph and explain the corrections.
- B. Watch the short video clip. Then retell what happens in the video clip using the nouns provided. In your narrative with a partner, focus on using correct articles or no articles in front of the nouns. Write four example sentences from your narrative on a poster and explain to another group why you used definite, indefinite, or no article in the sentences based on the guidelines for article usage presented in class.
- C. Look at the list of count and non-count nouns often used to discuss the environment. Categorize the nouns as countable, uncountable, or possibly both. Then look at the list of quantifying words and categorize them as countable, uncountable, or possibly both. Discuss an important environmental issue (see list of topics on the screen) using count and non-count nouns and quantifying words. Write five sentences from your discussion on a poster and explain to another group how you used the nouns and quantifying words based on the guidelines presented in class.

**F. TEXTS AND OTHER READINGS (TYPICAL)**

1. Other: Instructors will provide handouts and materials to students. Materials will also be provided by the department on a Canvas course shell.

### III. DESIRED LEARNING

#### A. OBJECTIVES

##### 1. Required Objectives

*Upon satisfactory completion of this course, the student will be able to:*

- a. Recognize and identify count and non-count nouns, quantifier words, definite and indefinite articles, and a variety of pronouns and possessives.
- b. Explain the meaning, form, and function of articles, count and non-count nouns, pronouns, and possessive forms.
- c. Demonstrate use of pronouns, possessive forms, count and non-count nouns, and articles.
- d. Identify and edit problems in count and non-count nouns, use of quantifiers, pronouns, possessive forms, and articles.

### IV. METHODS OF EVALUATION (TYPICAL)

#### A. FORMATIVE EVALUATION

1. Workshop activities (teacher-observed student participation)
2. Editing exercises
3. Quizzes and practice activities

#### B. SUMMATIVE EVALUATION

1. Test(s)

# ELIC - 913: Academic Language Skills: Nouns, Pronouns, Articles

## Course Learning Outcomes

*Upon satisfactory completion of this course, the student should be prepared to:*

1. Identify and edit errors in noun, pronoun, and article usage.
2. Identify and explain the use of count and non-count nouns, quantifying words, definite and indefinite articles, and no article, as well as subject, object, and possessive pronouns and adjectives.
3. Demonstrate communicative use of nouns, quantifiers, articles, and pronouns.

Modesto Junior College  
Course Outline of Record

# ELIC 914

## I. OVERVIEW

*The following information will appear in the 2020 - 2021 catalog*

### ELIC 914—ACADEMIC LANGUAGE SKILLS: READING

**0 UNITS**

**9 Lecture Hours = 9 Total Student Learning Hours**

**Recommended for Success:** *Before enrolling in this course, students are strongly advised to demonstrate a high-beginning level of academic English language proficiency and have basic computer literacy to complete follow-up course activities and assessments in an online environment.*

This course provides academic English language instruction in the area of academic reading skills and strategies with emphasis on active reading and annotating, understanding text structure and organizing text information, summarizing and attributing text, and reading for test-taking. Native English speakers may also benefit from the instruction and are welcome to take the course. Course is repeatable. Field trips are not required. (Non-Graded course)

## II. LEARNING CONTEXT

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

### A. COURSE CONTENT

#### 1. Required Content:

Instruction on strategies and skills should be taught in the context of a topic or theme that is engaging to students.

#### A. Active Reading and Annotating

1. the importance of reading closely and actively
2. text previewing strategies
3. text marking strategies for *comprehension* of:
  - a. main ideas
  - b. author's purpose
  - c. major points
  - d. important details
4. text marking, annotation, and questioning strategies for *analysis* of text

#### B. Understanding Text Structure and Organizing Information

1. distinguishing between:

- a. main idea/claim
  - b. major points
  - c. supporting details/specific evidence
2. distinguishing various rhetorical modes:
    - a. compare/contrast
    - b. cause/effect
    - c. listing/informational
    - d. problem/solution
    - e. narrative
  3. exploration of the benefits of using graphic organizers
  4. examples of various types of graphic organizers for use in taking notes
- C. Summarizing and Attributing Text
1. the role of summarizing text for comprehension and use in college assignments
  2. strategies for summarizing text
  3. the importance of attribution of others' ideas
  4. summary language and use of sentence frames for attribution
- D. Reading for Test-Taking
1. review of reading strategies for comprehension
  2. overview of sample reading test items
  3. identifying the purpose and language of a variety of reading test prompts
  4. strategies for working under timed conditions
  5. strategies for overcoming confusion about a text

## **B. ENROLLMENT RESTRICTIONS**

### **1. Advisories**

Before enrolling in this course, students are strongly advised to demonstrate a high-beginning level of academic English language proficiency and have basic computer literacy to complete follow-up course activities and assessments in an online environment.

### **2. Requisite Skills**

*Before entering the course, the student will be able to:*

**APPROVED-AWAITING ACTIVATION**

- A. Demonstrate basic intermediate-level English vocabulary knowledge and reading proficiency in English.
- B. Demonstrate basic computer skills.

**C. HOURS AND UNITS**

0 Units		
INST METHOD	TERM HOURS	UNITS
Lecture	9	
Lab	0	
Discussion	0	
Activity		0

**D. METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

- 1. Modeling of and feedback on spoken, written, and editing activities
- 2. Instructor-facilitated small group and pair practice
- 3. Presentation of material in multiple media including computer projection, audio and video, PowerPoint, pictures, and whiteboard
- 4. Computer-assisted language skills activities

**E. ASSIGNMENTS (TYPICAL)**

**1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

*Time spent on coursework in addition to hours of instruction (lecture hours)*

Note to Instructors: Follow-up activities and assessments to in-class work may be available to be completed by students in a Canvas course shell.

- A. Participation in pair and small group activities
- B. Completion of handout and editing activities in class sessions
- C. Viewing of tutorials and video lessons
- D. Completion of at least four quizzes and practice activities
- E. Completion of at least one summative assessment

**2. EVIDENCE OF CRITICAL THINKING**

*Assignments require the appropriate level of critical thinking*

- A. Look at the large poster of academic text posted on the wall. Work in your group to do the following: 1) highlight the main idea and author's purpose in yellow, 2) circle important key words, 3) put a box around major points, 4) put stars next to any important examples, quotes, information, and 5) draw arrows to show any connections between ideas in the text. Then take a gallery walk of two other posters and compare similarities and differences in the marking of text. Discuss the differences or similarities as a class. Then go back to your text and make analysis notes in margins. Try to choose four to five analysis questions about the text to respond and make notes. Look at the analysis questions related to text evaluation, questioning, expansion, and connection on your handout for ideas.
- B. Look at the text that your instructor has given you. Work in your group to mark the text for main ideas, author's purpose, major points, and support. Decide what rhetorical mode the text is in.

**APPROVED-AWAITING ACTIVATION**

Then choose a graphic organizer from the examples the instructor presented. Draw a graphic organizer on a large poster and work together to complete it with ideas from the text. Once finished, take a gallery walk of several other posters and discuss differences and similarities in text organization and note-taking. Discuss responses with the class.

- C. Look at the information that the instructor has given you for the various outside text sources of information as well as the different sentence frame patterns presented during the class session. Discuss with a partner which sentence frame is best for introducing the text source information. Write three different introductions for three different sources on the whiteboard around the room. Then look at the other examples from other pairs. Take a red marker to suggest any changes or punctuation to the text attributions. Discuss the attributions as a class.

**F. TEXTS AND OTHER READINGS (TYPICAL)**

1. Other: Instructors will provide handouts and materials to students. Materials will also be provided by the department on a Canvas course shell.

**III. DESIRED LEARNING**

**A. OBJECTIVES**

**1. Required Objectives**

*Upon satisfactory completion of this course, the student will be able to:*

- a. Apply previewing, annotating, questioning, and marking strategies for the comprehension and analysis of text.
- b. Identify structural elements of a reading and demonstrate use of graphic organizers to organize important information from a text.
- c. Apply reading strategies in test-taking situations.
- d. Summarize and attribute information from a text.

**IV. METHODS OF EVALUATION (TYPICAL)**

**A. FORMATIVE EVALUATION**

1. Class session activities (teacher-observed student participation)
2. Editing exercises
3. Quizzes and practice activities

**B. SUMMATIVE EVALUATION**

1. Test(s)

# ELIC - 914: Academic Language Skills: Reading

## Course Learning Outcomes

*Upon satisfactory completion of this course, the student should be prepared to:*

1. Apply active/close reading strategies to reading and annotating academic text and responding to common reading test items.
2. Identify common rhetorical modes and elements of academic text and apply appropriate strategies for organizing information from texts.
3. Apply strategies for summarizing important information from text and correctly attributing text to a source.

Modesto Junior College  
Course Outline of Record

# ELIC 915

## I. OVERVIEW

*The following information will appear in the 2020 - 2021 catalog*

### ELIC 915—ACADEMIC LANGUAGE SKILLS: WRITING

**0 UNITS**

**9 Lecture Hours = 9 Total Student Learning Hours**

**Recommended for Success:** *Before enrolling in this course, students are strongly advised to demonstrate a high-beginning level of academic English language proficiency and have basic computer literacy to complete follow-up course activities and assessments in an online environment.*

This course provides academic English language instruction in the area of academic writing skills and strategies with emphasis on an overview of paragraph organization and development, essay organization, and use of outside sources. Native English speakers may also benefit from the instruction and are welcome to take the course. Course is repeatable. Field trips are not required. (Non-Graded course)

## II. LEARNING CONTEXT

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

### A. COURSE CONTENT

#### 1. Required Content:

Instruction on skills, strategies, and language content should be taught in the context of a topic or theme that is engaging to students.

#### A. Paragraphs

1. Paragraph elements and organization
2. Paragraph topic development, expansion, and explanation
3. Language for moving from one paragraph element to another
4. Paragraph unity and coherence

#### B. Essay Organization and Development

1. Essay elements and organization
2. Idea development strategies
3. Language for moving from one essay element to another
4. Information flow principles

#### C. Quoting and Citing Sources

1. Reasons for using quotations and in-text citations

2. Language, punctuation, and format for quotations and in-text citations
3. Works Cited entry elements

D. In-Class Writing Exams

1. Analyzing prompts
2. Strategies for organizing and writing under time pressure
3. Strategies for editing under time pressure

**B. ENROLLMENT RESTRICTIONS**

**1. Advisories**

Before enrolling in this course, students are strongly advised to demonstrate a high-beginning level of academic English language proficiency and have basic computer literacy to complete follow-up course activities and assessments in an online environment.

**2. Requisite Skills**

*Before entering the course, the student will be able to:*

- A. Demonstrate basic intermediate-level English vocabulary knowledge and reading proficiency in English.
- B. Demonstrate basic computer skills.

**C. HOURS AND UNITS**

0 Units		
INST METHOD	TERM HOURS	UNITS
Lecture	9	
Lab	0	
Discussion	0	
Activity		0

**D. METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

1. Modeling of and feedback on spoken, written, and editing activities
2. Instructor-facilitated small group and pair practice
3. Presentation of material in multiple media including computer projection, audio and video, PowerPoint, pictures, and whiteboard
4. Computer-assisted language skills activities

**E. ASSIGNMENTS (TYPICAL)**

**1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

*Time spent on coursework in addition to hours of instruction (lecture hours)*

Note to Instructors: Follow-up activities and assessments to in-class work may be available to be completed by students in a Canvas course shell.

- A. Participation in pair and small group activities
- B. Completion of handout and editing activities in class sessions
- C. Viewing of tutorials and video lessons
- D. Completion of at least four quizzes and practice activities
- E. Completion of at least one summative assessment

## 2. **EVIDENCE OF CRITICAL THINKING**

*Assignments require the appropriate level of critical thinking*

- A. Work with a partner to discuss the topic for a paragraph with a list of supporting ideas and evidence. Discuss which ideas are not relevant to the paragraph topic and why.
- B. Work with a partner to mark and identify the various parts of two essays. Evaluate the effectiveness of the introductory material, body material, and concluding material in each by answering the discussion questions with your partner. Use rubrics that the instructor gives you and discuss why one might be passing and another not passing.

## F. **TEXTS AND OTHER READINGS (TYPICAL)**

- 1. Other: Instructors will provide handouts and materials to students. Materials will also be provided by the department on a Canvas course shell.

## III. **DESIRED LEARNING**

### A. **OBJECTIVES**

#### 1. **Required Objectives**

*Upon satisfactory completion of this course, the student will be able to:*

- a. Identify and evaluate paragraph and essay elements, organization, development, unity, and coherence.
- b. Demonstrate use of academic language for quoting outside sources and connecting information in essays and paragraphs.
- c. Apply writing strategies for development and organization of ideas on out-of-class and in-class writing tasks.

## IV. **METHODS OF EVALUATION (TYPICAL)**

### A. **FORMATIVE EVALUATION**

- 1. Class session activities (teacher-observed student participation)
- 2. Editing exercises
- 3. Quizzes and practice activities

### B. **SUMMATIVE EVALUATION**

**APPROVED-AWAITING ACTIVATION**

1. Test(s)

# ELIC - 915: Academic Language Skills: Writing

## Course Learning Outcomes

*Upon satisfactory completion of this course, the student should be prepared to:*

1. Identify and evaluate common elements in paragraphs and essays.
2. Apply strategies for writing in test-taking situations.
3. Demonstrate use of academic language to quote outside sources in text and create a Works Cited page.

Modesto Junior College  
Course Outline of Record

# ELW 901

## I. OVERVIEW

*The following information will appear in the 2020 - 2021 catalog*

### ELW 901—BEGINNING ENGLISH FOR LIFE AND WORK

**0 UNITS**

**Formerly listed as:** ESL - 901: ESL: Beginning, ESL - 901: ESL: Beginning English for Life and Work

**90 Lecture Hours = 90 Total Student Learning Hours**

Beginning English for non-English speakers. Emphasis on beginning spoken English and basic literacy. Course is repeatable. Field trips might be required. (P/NP or SP)

## II. LEARNING CONTEXT

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

### A. COURSE CONTENT

#### 1. Required Content:

**I. Life and Workskills Competencies:** Course work is organized around practical survival situations. Language skills and lexical and structural knowledge are introduced and developed within the context of these situations. Sequence and emphasis are to be determined by instructor according to needs of students.

#### A. Identification and Personal Information

1. introductions
2. names
3. addresses
4. countries of origin
5. telephone numbers
6. basic personal information statements and questions

#### B. School

1. common vocabulary and expressions related to classroom objects
2. instructions
3. school procedures

#### C. Social Interaction

1. common vocabulary and expressions related to greetings

2. family
3. personal feelings and emotional states
4. preferences, agreement/disagreement, and likes/dislikes
5. common courtesy expressions
6. free-time activities
7. workplace activities
8. telephone messages

D. Home

1. vocabulary of rooms
2. common home furnishings and appliances
3. terms and expressions related to renting an apartment/house
4. household chores

E. Food

1. vocabulary for common fruits and vegetables
2. breakfast, lunch, dinner, and menu items
3. basic quantifier and container terms

F. Other

1. some colors (10) and shape (6) names
2. vocabulary related to clock time, days of week, months, and dates

**II. Language Skills:** Skill development to be promoted within the context of practical survival situations. It should be noted that there are no pre-requisite skills assigned to this course. Therefore, instructors should not assume even basic literacy skills in English on the part of students. Emphasis on phonics and literacy skills should be part of the course content if the teacher determines the class would benefit from such instruction.

A. Reading

1. Roman alphabet
2. letter recognition and alphabetical order
3. elementary phonics, words and brief paragraphs
4. interpreting maps, telephone messages, store receipts, ads, menus, personal information forms, schedules, and signs

B. Writing

1. writing of Roman alphabet, upper and lower case
2. spelling of some words used in reading and speaking exercises demonstrating:
  - a. spatial conventions and word separation
  - b. elementary conventions of punctuation and capitalization in lists and sentences, dictations, simplified personal information forms, simplified applications, directions, telephone messages, and schedules

C. Oral/Aural Skills

1. English sounds and listening discrimination
2. understandable pronunciation of classroom vocabulary, names and vocabulary used in giving personal information, letters of alphabet, numbers, and words
3. development of general spoken skills in and comprehension of personal information, directions, dictations, messages, brief conversations, and items related to basic literacy and numeracy

D. Grammar (instruction of grammatical structures may be non-sequential and all content should be considered introductory)

1. explicit and comprehensive instruction resulting in student-generated usage of:
  - a. simple present of the *be verb*
    - i. statements in full forms and contractions
    - ii. yes/no and Wh- questions
  - b. subject pronouns
  - c. imperatives
  - d. simple present
    - i. affirmative and negative statements
    - ii. yes/no and Wh- questions
  - e. prepositions of time (*in, at, on, from, to*)
  - f. singular and plural nouns
  - g. present continuous
    - i. affirmative and negative statements
    - ii. yes/no questions

- iii. short answers
  
- h. *there + be* statements and questions in simple present
  
- i. prepositions of place (*in, across from, next to, on, between*)

*Note: additional grammar instruction and supplemental activities are often necessary for sufficient acquisition of structures.*

**2. Recommended Content:**

A. Health and Emergency

- 1. common vocabulary and expressions related to body parts, basic medical instructions, common health problems, medicine and dosages, and emergency situations

B. Shopping and Money

- 1. common vocabulary for American currency
- 2. making change
- 3. counting of money
- 4. clothing names, shopping places, and sizes
- 5. basic terms related to weights and measures

C. Occupations

- 1. vocabulary for common occupational names and job skills

D. Community and Transportation

- 1. vocabulary and simple expressions related to places in the community, modes of transportation, and simple directions

**B. HOURS AND UNITS**

0 Units		
INST METHOD	TERM HOURS	UNITS
Lecture	90	
Lab	0	
Discussion	0	

Activity		0
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### C. **METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

1. Presentation of material in multiple media formats including computer projection, audio and video, PowerPoint, pictures, realia, and whiteboard
2. Modeling of target language in controlled and communicative contexts
3. Instructor-facilitated use of aural comprehension and listening discrimination drills and exercises
4. Instructor-facilitated choral, small group, and pair practice with dialogues, brief role-plays and mini-presentations, and other language improvisation and structured language invention exercises
5. Modeling of and feedback on word and sentence level dictation and editing type activities
6. Computer-assisted language learning activities
7. Field trips to workplaces, other locations on campus, and locations in the community

### D. **ASSIGNMENTS (TYPICAL)**

#### 1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

*Time spent on coursework in addition to hours of instruction (lecture hours)*

- A. Daily individual, pair, and small group speaking and listening practice and discussion of content topics to develop fluency and pronunciation
- B. Daily reading exercises
  1. letters, words, lists, sentences, dialogues, phonics exercises
  2. brief paragraphs and stories
  3. simplified maps, telephone messages, store receipts, advertisements, menus, personal information forms, schedules, etc.
- C. Daily writing practice demonstrating basic competency in spelling, capitalization, punctuation, and spatial conventions in
  1. dictation activities, including letter-by-letter word dictation and simple sentence dictation
  2. completion of personal information forms, directions, telephone messages, schedules, etc.
  3. error correction based on instructor feedback
- D. Daily comprehension and practice activities from student book and work book completed in class and as homework
- E. Two graded oral activities (e.g. brief interviews, role-plays, recorded voicemails to instructor, mini-presentations, etc.)
- F. Multiple times per week quizzes
- G. Weekly tests

#### 2. **EVIDENCE OF CRITICAL THINKING**

*Assignments require the appropriate level of critical thinking*

- A. Your group is moving to a town or city. You want to be near places in the community that are important to you. Look in your picture dictionary. Write one list with five of these places. Put them in order of importance, with the first place being the most important. Ask a volunteer from your group to write the list on the board. Discuss and compare the lists as a class. Do any have a similar order?
1. For homework, write five sentences about the place where you live using simple present tense, prepositions, and there is/there are. Also, draw or find a photo of your neighborhood. Be prepared to show a picture or drawing of your neighborhood to a group or the class. Practice describing the place where you live using the sentences you wrote but without reading them. Your instructor will grade your presentation and written work for your pronunciation, grammar usage, spelling, capitalization, punctuation, fluency, and physical presentation. You will edit and revise any errors on your sentences for a final grade.
- B. Read the short paragraph about Marta's personal information and her family. Answer the comprehension/interview questions about Marta using the information from the paragraph with a partner.
1. For homework, look at the application form requesting personal and family information. Complete the form based on the information that you read about Marta. Also, complete the same form with your own personal and family information. Be prepared to ask and respond to questions about personal and family information with a partner in class.
- C. Listen and repeat the words and phrases of daily activities on the page in your student book. Then do the following:
1. Circle three free-time activities. Write the words. Underline three workplace activities. Write the words. Check three household chores. Write the words. Then walk around the class and ask your classmates what free-time activities, workplace activities, and household chores they like or dislike doing using the grammar from the unit. Write their names next to the activities. When the activity is finished, talk with your partner using complete sentences to tell which classmates like or dislike certain activities.
  2. For homework, study the vocabulary for a quiz and dictation the following day.

Activities adapted from *Future Intro Student Book* by Pearson/Longman. Please note that the activity directions are for the instructor's use and will likely need to be adapted for the ELW 901 level.

#### E. TEXTS AND OTHER READINGS (TYPICAL)

1. **Book:** Saslow, J. (2003). *Literacy Plus B* (1st/e). White Plains, NY Pearson/Longman.
2. **Book:** Jayme Adelson-Goldstein (1998). *The Oxford Picture Dictionary* (1st/e). Boston, MA Oxford University Press.
3. **Book:** Lynn, Sarah et al. (2020). *Future Intro - Student Book with Pearson Practice App & MyEnglishLab* (2nd/e). Hoboken, NJ Pearson Education.
4. **Book:** Gramer, M. (2002). *The Basic Oxford Picture Dictionary* (2nd/e). Boston, MA Oxford University Press.
5. **Book:** Heyer, S. (2005). *All New Very Easy True Stories* (1st/e). White Plains, NY Pearson/Longman.
6. **Book:** Wiley, K. (2001). *FastTrack Phonics* (1st/e). White Plains, NY Pearson/Longman.
7. **Book:** Bliss, B. and Molinsky, S. (2007). *Word by Word Picture Dictionary* (2nd/e). White Plains, NY

Pearson/Longman.

8. Other: IMPORTANT NOTE: It should be noted that the Future Intro student book and MyEnglishLab bundle is to be used as the core text for the class along with a reading text (e.g. All New Very Easy True Stories).

All other texts listed in addition are for supplemental use. Class sets of some of the additionally listed texts are available to instructors - thus the reason for sometimes older editions.

ISBN for Book 3, Future Intro: 978-0-13-527830-7.

### III. DESIRED LEARNING

#### A. OBJECTIVES

##### 1. Required Objectives

*Upon satisfactory completion of this course, the student will be able to:*

- a. Respond understandably in oral or written English to spoken or written questions regarding personal identification (name [stating name and spelling name orally], address, phone, family members, etc.).
- b. Respond to common directions and requests encountered in typical classroom activities; name common classroom objects; demonstrate use of vocabulary related to clock time, days of week, months, and dates.
- c. Express everyday greetings, courtesy expressions, statements of preference, feelings, agreement, and other common expressions useful in social interaction including discussion of free-time and workplace activities and use of language in telephone messages.
- d. Name common home furnishings, appliances, and rooms; name everyday objects and household activities and chores related to renting an apartment/house.
- e. Name common fruits, vegetables, and other food items and use terms related to basic quantifiers and containers.
- f. Use expressions and vocabulary related to content items with understandable pronunciation; give increasingly accurate pronunciation to most English vowel and consonant sounds (in response to teacher/speaker model).
- g. Name in random order and recite in order the letters of the Roman alphabet; read orally simple words and sentences; read and interpret brief paragraphs, maps, telephone messages, store receipts, ads, menus, personal information forms, schedules, and signs.
- h. Write from dictation in random order upper and lower case forms of letters of the Roman alphabet; write from memory or dictation some words and short sentences; show understanding of spatial conventions, word separation, and elementary punctuation and capitalization used in English writing; write basic directions, telephone messages, and schedules; complete simplified personal information forms and job applications.
- i. Demonstrate accurate use of basic and introductory grammatical structures studied at the beginning level and apply to speaking, writing, and editing of work: simple present of the BE verb, subject pronouns, simple present tense including information (Wh-) and yes/no questions in simple present, imperatives, prepositions of place and time, singular/plural nouns, present continuous in affirmative and negative statements, yes/no questions, and short answers, and there + be in statements and questions in simple present.
- j. Count and read in random order cardinal numbers to 100 and ordinal numbers from 1st - 31st; write numbers from slow dictation including dates, clock time, addresses, prices, etc.
- k. Give and comprehend basic directions using prepositions of place.
- l. Identify, recognize, and differentiate using sound and letter correspondence between a number

of consonant and vowel sounds.

- m. State and identify basic colors and shape names.

## 2. **Recommended Objectives**

*Upon satisfactory completion of the course (when the related recommended content is covered) the student will be able to:*

- a. Name major body parts accurately and express statements regarding common health problems or the more typical kinds of emergency situations.
- b. Name American currency and coins; count money; name common items of clothing, colors, and sizes.
- c. Name (from pictures showing workers' activities) at least 15 common occupations and common job skills.
- d. Name (given picture or other cue) most common public services, places in the community, and modes of transportation.

## IV. **METHODS OF EVALUATION (TYPICAL)**

### A. **FORMATIVE EVALUATION**

1. Regular teacher observation of class activities
2. Quizzes and examinations including but not limited to vocabulary items, student-generated written work, listening and reading comprehension, editing practice, dictation, sentence transformation, and cloze passages
3. Written homework assignments
4. Student book and workbook assignments
5. Computer-related tasks
6. Feedback on performance in oral tasks including but not limited to pronunciation, fluency, physical delivery, and language usage

### B. **SUMMATIVE EVALUATION**

1. Pre-and post-testing of specified competencies
2. Comprehensive final exam

Note: Although no grade or course credit is granted, the administration of formal assessment serves several important functions: 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit and vocational classes. 3) Provides a method of accountability for student progress and success.

# ELW - 901: Beginning English for Life and Work

## Course Learning Outcomes

*Upon satisfactory completion of this course, the student should be prepared to:*

1. Demonstrate accurate use of English grammar and vocabulary at a beginning level in a variety of common life-skill situations.
2. Read and interpret simplified short reading selections about everyday life and work situations demonstrating basic literacy and numeracy competence in the English language at the beginning level.
3. Write sentences with effective support of ideas and utilizing accurate basic punctuation, capitalization, spelling, and spatial conventions at a beginning level.

Modesto Junior College  
Course Outline of Record

# ELW 902

## I. OVERVIEW

*The following information will appear in the 2020 - 2021 catalog*

### ELW 902—ELEMENTARY ENGLISH FOR LIFE AND WORK

**0 UNITS**

**Formerly listed as:** ESL - 902: ESL: Elementary English for Life and Work, ESL - 902: ESL: Lower Elementary

**90 Lecture Hours = 90 Total Student Learning Hours**

**Prerequisite:** Satisfactory completion of ELW 901.

Elementary English with emphasis on spoken English for practical needs and preparation for transition into academic ESL classes. Course is repeatable. Field trips might be required. (P/NP or SP)

## II. LEARNING CONTEXT

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

### A. COURSE CONTENT

#### 1. Required Content:

**I. Life and Workskills Competencies:** Course work is organized around practical survival and life situations. Language skills, lexical and structural knowledge are introduced and developed within the context of these units. Sequence and emphasis are to be determined by instructor according to needs of students.

#### A. Social Interaction

1. vocabulary, expressions, and use of language related to small talk topics:
  - a. school
  - b. family
  - c. daily routines
  - d. leisure activities
2. use of cardinal and ordinal numbers in everyday conversation for dates, times, and calendar information
3. social functions
  - a. expressions of personal condition and feeling
  - b. likes/dislikes
  - c. wants/preferences
  - d. advice

- e. directions
- f. physical descriptions of people
- g. requests for information
- h. explanation of past and present activities

B. Health

- 1. vocabulary, expressions, and use of language related to:
  - a. body parts
  - b. symptoms
  - c. illnesses
  - d. remedies
  - e. states of health
  - f. medical occupations
  - g. services, medical appointments, medical exams, and medicine labels

C. Home and Housing

- 1. vocabulary, expressions, and use of language related to:
  - a. home furnishings and appliances
  - b. rooms
  - c. home safety
  - d. housing options, housing advertisements, and rental procedures

D. Occupations

- 1. vocabulary, expressions, and use of language related to:
  - a. names of occupations
  - b. workplaces, work forms, and work schedules
  - c. job duties and skills

E. Food

- 1. vocabulary, expressions, and use of language related to:
  - a. common foods

- b. ordering of meals in a restaurant
- c. food preparation
- d. nutrition
- e. food labels
- f. weights and measurements
- g. supermarket advertisements

F. Shopping and Money

- 1. vocabulary, expressions, and use of language related to:
  - a. American currency and counting money
  - b. checks
  - c. clothing names
  - d. colors, shapes, and sizes
  - e. basic terms and expressions related to returning items

G. Community and Transportation

- 1. vocabulary, expressions, and use of language related to:
  - a. places in the community
  - b. community events and resources
  - c. modes of transportation
  - d. use of public transportation
    - i. bus routes
    - ii. directions
    - iii. schedules
    - iv. fares
  - e. traffic and transportation signs
  - f. simple directions
    - i. within a building
    - ii. around campus or town

**II. Language Skills:** Development may be promoted largely within the context of lifeskill situations.

A. Reading

1. paragraphs and brief articles of 200-300 words
2. reading of schedules, labels, forms, directions, etc. at the elementary level

B. Writing

1. correct spelling of common words occurring in oral practice
2. correct sentences at the elementary level applying basic rules of spelling, capitalization, and punctuation
3. Four to six life-style writing tasks such as completing simplified forms and applications, short notes, e-mails, and messages
4. Four to six short or guided compositions on topics related to the content

C. Oral/Aural Skills

1. English sounds and listening discrimination
2. understandable pronunciation of numbers and personal information
3. development of general spoken skills in and comprehension of:
  - a. directions, messages, brief dialogues, interviews, and phone messages in a variety of life and work situations

D. Grammar: (instruction of grammatical structures may be non-sequential)

1. review and expansion of previously learned tenses and other grammatical structures
2. explicit and comprehensive instruction resulting in student-generated usage of:
  - a. simple present
    - i. statements
    - ii. yes/no and Wh- questions
  - b. articles
  - c. plurals
  - d. possessive adjectives
  - e. present continuous
    - i. review for current actions

- ii. with a future time expression for future time
  
- f. prepositions of place and time
- g. count/non-count nouns
- h. simple past (intro)
- i. use of *should* for advice

**\*\*Note: additional writing instruction and supplemental activities are necessary for sufficient acquisition of writing skills.**

**\*\*Note: additional grammar instruction and supplemental activities are often necessary for sufficient acquisition of structures.**

## 2. **Recommended Content:**

### A. School

- 1. vocabulary, expressions, and use of language related to:
  - a. the classroom, school personnel, school procedures, notes to school, test-taking and instructions on tests, school registration forms, study skills, habits, learning strategies, and goal setting

### B. Job Seeking

- 1. vocabulary, expressions, and use of language related to:
  - a. interviews
  - b. job applications
  - c. job advertisements

### C. Pronunciation and Aural Comprehension:

- 1. -s/-es/-ing/-ed endings
- 2. intonation
  - a. yes/no questions
  - b. Wh- questions
- 3. word stress in compound nouns
- 4. can/can't
- 5. vocabulary studied

6. aural comprehension
  - a. major contractions
  - b. some reductions and linking
  
7. listening discrimination

## **B. ENROLLMENT RESTRICTIONS**

### **1. Prerequisites**

Satisfactory completion of ELW 901.

### **2. Requisite Skills**

*Before entering the course, the student will be able to:*

- A. Respond to spoken or written questions regarding personal identification (name, address, phone, family members, etc.) and respond understandably in oral or written English; spell name orally
- B. Respond to common directions and requests encountered in classroom activities; name common classroom objects; demonstrate use of vocabulary related to clock time, days of week, months, and dates
- C. Express everyday greetings, courtesy expressions, statements of preference, feelings, agreement, and other common expressions useful in social interaction including discussion of free-time and workplace activities and use of language in telephone messages.
- D. Name common home furnishings, appliances, and rooms; name everyday objects and activities related to renting an apartment/house
- E. Name common fruits, vegetables, and other food items and use terms related to basic quantifiers and containers
- F. Use expressions and vocabulary encountered in class with understandable pronunciation; give increasingly accurate pronunciation to most English vowel and consonant sounds (in response to teacher model)
- G. Name in random order and recite in order the letters of the Roman alphabet; read orally simple words and sentences; read and interpret brief paragraphs, maps, telephone messages, store receipts, ads, menus, personal information forms, schedules, and signs
- H. Write from dictation in random order upper and lower case forms of letters of the Roman alphabet; write from memory or dictation some words and short sentences from oral classroom activities and reading; show understanding of spatial conventions, word separation, and elementary punctuation and capitalization used in English writing; write basic directions, telephone messages, and schedules; complete simplified personal information forms and job applications
- I. Demonstrate accurate use of basic and introductory grammatical structures studied at the beginning level and apply to speaking, writing, and editing of work: simple present BE verb, subject pronouns, simple present tense including information and yes/no questions in simple present, imperatives, prepositions of place and time, singular/plural nouns, present continuous in affirmative and negative statements, yes/no questions, and short answers, and there + be in statements and questions in simple present.
- J. Count and read in random order cardinal numbers to 100 and ordinal numbers from 1st - 31st; write numbers from slow dictation including dates, clock time, addresses, prices, etc
- K. Give and comprehend basic directions using prepositions

- L. Identify, recognize, and differentiate using sound and letter correspondence between a number of consonant and vowel sounds

**C. HOURS AND UNITS**

0 Units		
INST METHOD	TERM HOURS	UNITS
Lecture	90	
Lab	0	
Discussion	0	
Activity		0

**D. METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

1. Presentation of material in multiple media including computer projection, audio and video, PowerPoint, pictures, realia, and whiteboard
2. Instructor-facilitated use and assignment of aural comprehension and listening discrimination drills
3. Instructor-facilitated choral, small group, and pair practice with dialogues, discussion, and other speaking activities including role plays, interviews, mini-presentations, and other language improvisation and structured language invention activities
4. Modeling of and feedback on written practice of words, sentences, short paragraphs, and editing activities
5. Instruction of grammatical structures inductively through controlled and communicative practice of dialogues, explanations, written exercises, oral activities, and expressions used in lifeskills contexts
6. Computer-assisted language learning activities
7. Field trips to workplaces, other locations on campus, and locations in the community

**E. ASSIGNMENTS (TYPICAL)**

**1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

*Time spent on coursework in addition to hours of instruction (lecture hours)*

- A. Daily individual, pair, and small group discussion of content topics and speaking and listening practice of dialogues, readings, and vocabulary for memorization, fluency, and pronunciation
- B. Daily reading exercises
  1. paragraphs and brief articles of 200-300 words
  2. schedules, labels, forms, directions, etc.
- C. Daily writing practice using correct spelling, capitalization, spacing, and punctuation
  1. dictations: vocabulary, sentences, dialogues
  2. sentence building and completion, dialogue composition
  3. error correction based on regular instructor feedback

- D. Daily comprehension and practice activities from student book and work book completed in class and as homework
- E. Four life-skills writing tasks per term
  - 1. completing simplified forms, short notes or messages, emails, or postcards
- F. Four multi-draft short or guided passages per term on content topics with effective support of ideas
- G. Two graded oral activities per term (e.g. brief interviews, role-plays, recorded messages, or dialogues)
- H. Multiple times per week quizzes
- I. Weekly tests

## 2. **EVIDENCE OF CRITICAL THINKING**

*Assignments require the appropriate level of critical thinking*

- A. Listen to and read the conversation about family members. Then listen and repeat. Notice the vocabulary words used. Practice the conversation with a partner and substitute new words to describe your own family.
  - 1. For homework, read the paragraph about Isaac's family and draw your own family tree using your personal information. Write a short paragraph about your own family using Isaac's model. Be sure to use correct spelling, possessives, capitalization, punctuation, and spacing. Be prepared to share your family tree and information in a small group the following day and turn in your paragraph to your instructor. You will revise your paragraph based on instructor feedback for a final grade.
- B. Read the e-mail. Then answer the questions about directions in the e-mail in complete sentences. Now, write an e-mail to a friend using the model as an example. In the e-mail, give your friend directions to your home. Use true or made-up information. Practice using the prepositions and vocabulary from the unit. Be careful with spelling, capitalization, punctuation, spacing, and formatting. Send your e-mail to the instructor. The instructor will grade your work. Revise your work for this assignment for a final grade.
- C. Listen to the message of a mother calling a school office about a sick child. Listen and repeat. Then practice the message with a partner substituting different words for time, personal information, and illness. Be careful with your use of simple present and simple past statements. For homework, leave a message on your instructor's voicemail explaining an imaginary absence. Your instructor will grade your message based on your fluency, pronunciation, the content of your information, and language usage.
- D. Complete one of the following writing tasks as directed:
  - 1. Write about all your jobs: past, present, and future.
  - 2. Using a photograph of a family member, describe that person's physical characteristics.
  - 3. Given a picture of a group of people, describe the clothing of one person. Exchange your description with classmates. asking them to identify the person described.
  - 4. Write about the foods your family eats on special occasions.
  - 5. Write about common free-time activities in your home country or in the United States.

6. Given a picture, write about what the person(s) in the picture is/are doing.
7. After reading about or seeing a picture of a health problem, write advice. Next, submit the writing to the instructor for feedback. Based on the instructor's comments, revise and edit your passage.

Assignments taken and adapted from *Future Level 1 Student Book* by Pearson/Longman as homework.

## F. TEXTS AND OTHER READINGS (TYPICAL)

1. **Book:** Lynn, Sarah et al. (2020). *Future Level 1 - Student Book with Pearson Practice App & MyEnglishLab* (2nd/e). Hoboken, NJ Pearson Education.
2. **Book:** Heyer, S. (2005). *All New Easy True Stories* (1st/e). White Plains, NY Pearson/Longman.
3. **Book:** Goldstein, J.A. and Shapiro, N. (1998). *The Oxford Picture Dictionary* (1st/e). Boston, MA Oxford University Press.
4. **Book:** Bliss, B. and Molinsky, S. (2007). *Word by Word Picture Dictionary* (2nd/e). White Plains, NY Pearson/Longman.
5. **Book:** Bliss, B. and Molinsky, S. (2008). *Side by Side 1* (3rd/e). White Plains, NY Pearson/Longman.
6. Other: IMPORTANT NOTE: It should be noted that the Future 1 student book and MyEnglishLab bundle is to be used as the core text for the class along with a reading text (e.g. All New Very Easy True Stories).

All other texts listed in addition are for supplemental use. Class sets of some of the additionally listed texts are available to instructors - thus the reason for sometimes older editions.

Full ISBN for Future 1: 978-0-135-27831-4

## III. DESIRED LEARNING

### A. OBJECTIVES

#### 1. Required Objectives

*Upon satisfactory completion of this course, the student will be able to:*

- a. Use vocabulary and expressions related to small talk (family members, use of cardinal and ordinal numbers, dates, times, calendar information, in everyday conversations, holidays, daily routines, and description of leisure activities) and major social functions (e.g. expressing advice, like/dislike, requesting information, and describing physical attributes, explaining present and past activities).
- b. Use vocabulary and expressions regarding health, symptoms of illness, doctor's appointments, and medicine.
- c. Use vocabulary and expressions related to occupations.
- d. Use vocabulary and expressions related to family members, school, and physical descriptions.
- e. Use vocabulary and expressions related to places in the community, public transportation, and simple directions for getting around buildings, campus, or community.
- f. Use vocabulary and expressions related to food, food preparation, supermarket shopping, and ordering meals in a restaurant.

- g. Use vocabulary and expressions related to shopping, American currency and coins, clothing, colors, and sizes; compute change.
- h. Read words, sentences, dialogues, paragraphs, and short articles of 200-300 words; understand common lifeskill materials such as schedules, labels, forms, and directions at the elementary level.
- i. Complete a variety of written tasks: write familiar words, expressions, and sentences from memory or dictation using correct spelling, capitalization, and conventions of spacing and punctuation; write original brief paragraphs, short notes, e-mails, and messages following writing models; complete simple application forms accurately and legibly.
- j. Demonstrate accurate use of elementary English grammatical structures and apply to speaking, writing, and editing of work: simple present tense, articles, plurals, possessive adjectives, present continuous for the future (intro with review of present continuous for current actions), prepositions of time and place, count and non-count nouns, simple past (intro), and "should" for advisability.

## 2. **Recommended Objectives**

*Upon satisfactory completion of the course (when the related recommended content is covered) the student will be able to:*

- a. Pronounce English vowel and consonant sounds with increasing clarity; give understandable pronunciation and stress to words and expressions encountered in class activities; pronounce verb endings studied; use basic rules of intonation in questions.
- b. Use vocabulary and expressions related to job seeking.
- c. Use vocabulary and expressions related to school activities.

## IV. **METHODS OF EVALUATION (TYPICAL)**

### A. **FORMATIVE EVALUATION**

1. Regular teacher observation of class activities
2. Quizzes and examinations including but not limited to vocabulary items, student-generated written work, listening and reading comprehension, editing practice, dictation, sentence transformation, and cloze passages
3. Written homework assignments
4. Student book and workbook assignments
5. Computer-related tasks
6. Feedback on performance in oral tasks including but not limited to pronunciation, fluency, physical delivery, and language usage

### B. **SUMMATIVE EVALUATION**

1. Pre- and post-testing testing of specified competencies
2. Comprehensive final exam

Note: Although no grade or course credit is granted, the administering of some formal assessment serves several important functions: 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes. 3) It provides a method of accountability for student progress and success.



# ELW - 902: Elementary English for Life and Work

## Course Learning Outcomes

*Upon satisfactory completion of this course, the student should be prepared to:*

1. Demonstrate accurate use of English word order, grammar, and vocabulary at an elementary level in a variety of life-skill situations.
2. Read, interpret and respond to short reading selections about life, social, and work situations demonstrating competence in the English language at an elementary level.
3. Write short passages with effective support of ideas and utilizing accurate word order, punctuation, capitalization, spelling, and spatial conventions at an elementary level.

Modesto Junior College  
Course Outline of Record

# ELW 903

## I. OVERVIEW

*The following information will appear in the 2020 - 2021 catalog*

### ELW 903—HIGHER ELEMENTARY ENGLISH FOR LIFE AND WORK

**0 UNITS**

**Formerly listed as:** ESL - 903: ESL: Higher Elementary, ESL - 903: ESL: Higher Elementary English for Life and Work

**90 Lecture Hours = 90 Total Student Learning Hours**

**Prerequisite:** Satisfactory completion of ELW 902.

High elementary level English for speakers of other languages. Instruction and practice in listening, speaking, and reading and writing. Preparation for transition into academic ESL classes. Course is repeatable. Field trips might be required. (P/NP or SP)

## II. LEARNING CONTEXT

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

### A. COURSE CONTENT

#### 1. Required Content:

**I. Life and Workskills Competencies:** Coursework is organized around practical life and survival situations. Language skills, lexical knowledge, and structural awareness are introduced and developed within the context of these units. Sequence and emphasis are to be determined by instructor according to needs of students.

#### A. Social Interaction

1. vocabulary, expressions, and understanding of language related to small talk topics
  - a. family
  - b. friends
  - c. past life events
  - d. responsibilities
  - e. free time activities
  - f. daily activities
  - g. family activities
  - h. milestones
  - i. problems at home, work, and school
2. major social functions of language including:

- a. apologies
- b. likes/dislikes
- c. complaints
- d. requests
- e. demands
- f. regrets
- g. sympathy
- h. needs/wants
- i. invitations

B. Home and Housing

1. vocabulary, expressions, and language related to:

- a. home parts and furnishings
- b. housing options
- c. seeking housing and dealing with landlords
  - i. rental/lease agreements
- d. home repair problems
  - i. types of repair people

C. Education

1. vocabulary, expressions, and understanding of language related to:

- a. American school system
- b. school subjects
- c. school events
- d. parent-teacher conferences
- e. behavioral problems in school
- f. completion of school enrollment forms
- g. educational goal-setting
- h. learning styles
- i. study skills and habits

- j. school resources

#### D. Occupations and Job Seeking

1. vocabulary, expressions, and understanding of language related to:
  - a. job responsibilities
  - b. work schedules
  - c. work policies
  - d. payroll issues
  - e. employee manuals
  - f. problems at work
  - g. occupational names and duties

#### E. Health

1. vocabulary, expressions, and understanding of language related to:
  - a. health problems
  - b. symptoms
  - c. common injuries
  - d. medical appointments
  - e. work absence reports
  - f. employee accident reports
  - g. prescription medicine labels and instructions
  - h. personal medical history

**II. Language Skills:** Skill development may be promoted largely within the context of practical situations.

#### A. Reading

1. 300-400 words in length with a 600-800 word vocabulary level
  - a. dialogues
  - b. signs
  - c. directions
  - d. charts
  - e. applications

- f. warnings
- g. simplified reports
- h. letters
- i. short stories
- j. short articles

2. Reading skills

- a. topic
- b. main idea
- c. important details

B. Writing

- 1. composition of original sentences
- 2. notes from texts and aural activities
- 3. multi-draft formal correspondence
  - a. note to an instructor
  - b. brief work accident report
  - c. directions
- 4. paragraphs
  - a. narrative and descriptive elements
  - b. increased accuracy in grammar, punctuation, capitalization, and spelling
- 5. writing of familiar sentences accurately from dictation
- 6. completion of accurate and legible information on application forms

C. Oral/Aural Skills

- 1. development of spoken skills in and comprehension of conversations
  - a. brief reports
  - b. interviews
  - c. phone calls and messages
  - d. descriptions/instructions

- D. Grammar: (instruction of grammatical structures may be non-sequential)
1. review and expansion of previously learned tenses and other grammatical structures
  2. explicit and comprehensive instruction resulting in student-generated usage of:
    - a. expansion of simple present
    - b. adverbs of frequency
    - c. review and expansion of simple past
      - i. regular and irregular verb forms
      - ii. affirmative and negative statements
      - iii. yes/no and Wh- questions
    - d. possessives
      - i. adjectives
      - ii. nouns
    - e. prepositions of time
    - f. review and expansion of present continuous
    - g. future forms
      - i. will + base form
      - ii. be going to + base form
    - h. object pronouns
      - i. modals
        - i. prohibition
        - ii. permission
        - iii. necessity

*Note: additional writing instruction and supplemental activities may be necessary for sufficient acquisition of writing skills*

*Note: additional grammar instruction and supplemental activities are often necessary for sufficient acquisition of structures.*

**2. Recommended Content:**

A. Vocabulary, Expressions, and Understanding of Language Related to:

1. Food
2. Shopping and Money
3. Emergencies
4. Job Search
  - a. help-wanted ads
  - b. job applications
    - i. availability
    - ii. work experience/history
  - c. interviews

B. Pronunciation/Aural Comprehension

1. production of English vowel/consonant sounds
2. intonation
3. word and sentence stress of language studied
4. -s and -ed endings
5. listening discrimination
6. aural comprehension of important contractions and reductions (within the scope of grammatical structures studied at this level)

C. Grammar

1. modals of ability
2. like, love, hate + infinitive
3. expansion of there + be
  - a. simple present affirmative and negative
  - b. simple present questions
  - c. intro to simple past

**B. ENROLLMENT RESTRICTIONS**

**1. Prerequisites**

Satisfactory completion of ELW 902.

## 2. **Requisite Skills**

*Before entering the course, the student will be able to:*

- A. Use vocabulary and expressions related to small talk (family members, use of cardinal and ordinal numbers, dates, times, calendar information, in everyday conversations, holidays, daily routines, and description of leisure activities) and major social functions (e.g. expressing advice, like/dislike, requesting information, and describing physical attributes, explaining present and past activities)
- B. Use vocabulary and expressions regarding health, symptoms of illness, doctor's appointments, and medicine
- C. Use vocabulary and expressions related to occupations
- D. Use vocabulary and expressions related to family members, school, and physical descriptions
- E. Use vocabulary and expressions related to food, food preparation, supermarket shopping, and ordering meals in a restaurant
- F. Use vocabulary and expressions related to shopping, American currency and coins, clothing, colors, and sizes; compute change
- G. Read words, sentences, dialogs, paragraphs, and short articles of 200-300 words encountered in class; demonstrate ability to understand common lifeskill materials such as schedules, labels, forms, and directions at the elementary level
- H. Complete a variety of written tasks: write familiar words, expressions, and sentences from memory or dictation using correct spelling, capitalization, and conventions of spacing and punctuation; write original brief paragraphs, short notes, e-mails, and messages following writing models; complete simple application forms accurately and legibly
- I. Demonstrate accurate use of elementary English grammatical structures and apply to speaking, writing, and editing of work: simple present tense, articles, plurals, possessive adjectives, present continuous for the future and current actions, prepositions of time and place, count and non-count nouns, simple past, and "should" for advisability
- J. Use vocabulary and expressions related to places in the community, public transportation, and simple directions for getting around buildings, campus, or community

## C. **HOURS AND UNITS**

0 Units		
INST METHOD	TERM HOURS	UNITS
Lecture	90	
Lab	0	
Discussion	0	
Activity		0

## D. **METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

- 1. Presentation of material in multiple media including computer projection, audio and video, PowerPoint, pictures, document camera, realia, and whiteboard
- 2. Instructor-facilitated choral, small group, and pair practice with dialogues, discussion, and other speaking activities including brief role plays, interviews, mini-presentations, and other language improvisation and structured language invention activities
- 3. Instructor facilitated listening discrimination or comprehension exercises

4. Instructor facilitated and modeling of reading with comprehension and response exercises
5. Modeling of and feedback on dictation, sentence writing, and multi-draft brief composition assignments incorporating error pattern analysis and editing
6. Computer-assisted language learning activities
7. Field trips to workplaces, other locations on campus, and locations of occupational training

## E. ASSIGNMENTS (TYPICAL)

### 1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

*Time spent on coursework in addition to hours of instruction (lecture hours)*

- A. daily individual, pair, and small group discussion of content topics and speaking and listening practice of dialogs and vocabulary for memorization, fluency, and pronunciation
- B. daily reading exercises:
  1. dialogues, simplified manual excerpts
  2. schedules, advertisements, charts, maps, timelines
  3. short stories and articles of increasing complexity and length (300-400 words)
  4. reading skill practice in identifying topic, main idea, and details
- C. daily and weekly writing exercises and assignments using increased accuracy in grammar, spelling, capitalization, and punctuation
  1. dictations: sentence building and completion
  2. brief responses to text and guided writing assignments;
  3. error correction based on regular instructor feedback
- D. daily and weekly comprehension and practice activities from student book and work book completed in-class and as homework
- E. four 1-paragraph-multi-draft assignments per term containing narrative and descriptive elements and effective support of ideas.  
one multi-draft formal correspondence assignment
- F. two graded oral activities per term (e.g. mini-presentation, role-play, voice recording or message)
- G. multiple times per week quizzes
- H. weekly tests

### 2. EVIDENCE OF CRITICAL THINKING

*Assignments require the appropriate level of critical thinking*

- A. Review the grammar chart on the use of simple past tense verbs. Complete the letter. Use the simple past tense of the words in parentheses.
  1. Now read Kathy's to-do list and look at the pictures of the things she did after work today. Check the things Kathy did on the list.

2. In pairs, talk about what Kathy did and did not do after work. Talk with a partner and tell him/her five things you did or did not do last week.
  3. Next, write your own letter using the example on this page. Practice using correct spelling, punctuation, formatting, capitalization, and verb forms in writing your letter. Work with a tutor on revising and editing your paragraph before you turn it in to the instructor. You will analyze your most common error patterns and edit and revise the language in this assignment multiple times for a final grade.
- B. Look at the pictures and vocabulary of how students behave in school. Listen to the conversation. Mr. and Mrs. Smith got a call from their son's teacher. What trouble is their son having in school?
1. Answer the post-listening questions. Listen again and pay special attention to the pronunciation of possessives in the conversation. Underline all the possessive nouns you hear.
  2. Practice the conversation in pairs. Then make new conversations by substituting the vocabulary you learned. Role-play one of your conversations in front of the class. The teacher will listen and evaluate your fluency and pronunciation of possessives.
  3. Next, discuss in a group of three. What should Mr. and Mrs. Smith do about the problems their son is having in school?
- C. Have you ever been in an accident at work? What information do you think you should give to your employer if you are in an accident? Read the form. Find *accident*, *work location*, and *required medical attention*. What do these words mean?
1. Imagine you had an accident at work. Complete the form with information about the accident.
- D. Look at the pictures of everyday objects in the home. Which of these objects can be dangerous?
1. For homework, read the article *Accidents Will Happen* and complete the questions about the reading. Were your guesses about the dangers of the everyday objects correct? Look at Paragraphs 2, 3, and 4. Highlight which sentence in each paragraph gives the main idea. Mark the sentences that contain supporting details. Use these notes to study for a reading quiz.
  2. In class, in pairs, discuss how safe your home is. What can you do to make it safer?
  3. For homework, write a paragraph about the safety of your home. Look at the model and directions at the back of your book. Practice using correct spelling, punctuation, formatting, capitalization, and verb forms in writing your letter. Work with a tutor on revising and editing your paragraph before you turn it in to the instructor. You will analyze your most common error patterns and edit and revise the language in this assignment multiple times for a final grade.

Examples of assignments and exercises taken from Future Level 2 by Pearson/Longman.

#### F. TEXTS AND OTHER READINGS (TYPICAL)

1. **Book:** Lynn, Sarah, Magy, Ronna, & Salas-Isnardi, Federico (2020). *Future Level 2 - Student Book with Pearson Practice English App & Workbook* (2nd/e). Hoboken, NJ Pearson Education.
2. **Book:** Sandra Heyer (2007). *True Stories in the News* (3rd/e). White Plains, NY Pearson/Longman.
3. **Book:** Bliss, B. and Molinsky, S. (2006). *Word by Word Picture Dictionary* (2nd/e). White Plains, NY

Pearson/Longman.

4. **Book:** Adelson-Goldstein, J. and Shapiro, N. (1998). *The Oxford Picture Dictionary* (1st/e). Boston, MA Oxford University Press.
5. Other: IMPORTANT NOTE: It should be noted that the Future 2 student book + workbook + app bundle is to be used as the core text for the class along with a reading text (e.g. True Stories).

All other texts listed in addition are for supplemental use. Class sets of some of the additionally listed texts are available to instructors - thus the reason for sometimes older editions.

ISBN for Future Level 2 Student Book + Workbook + Pearson App bundle: 978-0-13-535828-3

### III. DESIRED LEARNING

#### A. OBJECTIVES

##### 1. Required Objectives

*Upon satisfactory completion of this course, the student will be able to:*

- a. Use vocabulary and expressions related to small talk topics (e.g. family, friends, past life events, responsibilities, free-time activities, daily activities, family activities, milestones, problems at home, work, and school) and major social functions of language (e.g. apology, likes/dislikes, complaint, request, demand, regret, sympathy, needs, wants, invitations, etc.).
- b. Use vocabulary and expressions related to housing options, rental agreements, housing problems, seeking housing, and dealing with landlords.
- c. Use vocabulary related to the American school system, school subjects, school events, parent-teacher conferences, behavioral problems in school, completion of school enrollment forms, educational goal setting, learning styles, study skills and habits.
- d. Use vocabulary, expressions, and abbreviations related to job duties, work history, work schedules, payroll issues, work policies, employee manuals, and problems at work.
- e. Use vocabulary and expressions related to health problems, symptoms, common injuries, medical appointments, work absence reports, employee accident reports, prescription medicine labels and instructions, and personal medical history.
- f. Read dialogues, signs, directions, warnings, applications, simplified reports, letters, short stories, and short articles up to a 600-800 vocabulary word level and 300-400 words in length identifying topic, main idea, and important details.
- g. Complete a variety of written tasks: original sentences; notes from texts and aural activities; multi-draft formal correspondence and paragraphs with narrative and descriptive elements, using increased accuracy in grammar, punctuation, capitalization, and spelling; write familiar sentences accurately from dictation; complete information on application forms accurately and legibly.
- h. Demonstrate accurate use of grammatical structures studied at the high-elementary level and apply to individual error analysis activities and editing of student writing: review and expansion of simple present, adverbs of frequency, there + be in simple present, simple past, possessives, wh-questions, prepositions of time, present continuous, future forms, and introduction of modals of necessity, prohibition, and permission, and object pronouns.

##### 2. Recommended Objectives

*Upon satisfactory completion of the course (when the related recommended content is covered) the student will be able to:*

- a. Use vocabulary related to alternative methods of purchase (cash, check, credit, debit); use basic vocabulary related to credit purchase agreements, comparative shopping; use vocabulary for clothing, materials, types of store sales, sale prices, discounts, sales receipts, and problems with

purchases.

- b. Use vocabulary and expressions related to food containers and quantities, types of food stores, food on restaurant menus, nutrition, and food labels.
- c. Pronounce English vowel and consonant sounds, -s and -ed endings; use intonation in questions; pronounce familiar words and expressions with increasing clarity using correct word and sentence stress; interpret common contractions and reductions encountered in grammatical structures used at this level.
- d. Use vocabulary and expressions related to medical emergencies, dangerous situations, and home safety.
- e. Use vocabulary and expressions related to work job applications, work experience/history, job interviews, and classified ads.

#### **IV. METHODS OF EVALUATION (TYPICAL)**

##### **A. FORMATIVE EVALUATION**

1. regular teacher observation of class activities
2. quizzes and examinations including but not limited to vocabulary items, student-generated written work, listening and reading comprehension, error analysis, editing exercises, dictation, sentence transformation, and cloze passages
3. written homework assignments
4. student book and workbook assignments
5. computer-related tasks
6. feedback on performance in oral tasks in areas including but not limited to fluency, physical delivery, content, and organization

##### **B. SUMMATIVE EVALUATION**

1. pre-and post-testing of specified competencies
2. comprehensive final exam

Note: Although no grade or course credit is granted, the administering of some formal assessment serves several important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes. 3) It provides a method of accountability for student progress and success.

# ELW - 903: Higher Elementary English for Life and Work

## Course Learning Outcomes

*Upon satisfactory completion of this course, the student should be prepared to:*

1. Demonstrate accurate use of English word order, grammar, and vocabulary at a higher-elementary level in a variety of life-skill situations.
2. Read, interpret, and respond to reading selections about everyday life, social, and work situations demonstrating competence in the English language at a higher-elementary level.
3. Compose one-paragraph compositions with appropriate narrative and descriptive elements, effective support of ideas, and utilizing accurate word order, punctuation, capitalization, spelling, and spatial conventions at a higher-elementary level.

Modesto Junior College  
Course Outline of Record

# ELW 904

## I. OVERVIEW

*The following information will appear in the 2020 - 2021 catalog*

### ELW 904—INTERMEDIATE ENGLISH FOR LIFE AND WORK

**0 UNITS**

**Formerly listed as:** ESL - 904: ESL: Intermediate, ESL - 904: ESL: Intermediate English for Life and Work

**90 Lecture Hours = 90 Total Student Learning Hours**

**Prerequisite:** Satisfactory completion of ELW 903.

Intermediate level English for speakers of other languages. Instruction and practice in listening, speaking, reading, and writing with a greater emphasis on academic preparation. Course is repeatable. Field trips might be required. (P/NP or SP)

## II. LEARNING CONTEXT

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

### A. COURSE CONTENT

#### 1. Required Content:

**I. Life and Workskills Competencies:** Coursework is organized around practical life and survival situations. Language skills, lexical knowledge, and structural awareness are introduced and developed within the context of these units. Sequence and emphasis are to be determined by instructor according to the needs of students.

#### A. Social Interaction

1. vocabulary, expressions, and understanding of language related to engaging in a variety of conversational and social situations
  - a. life in the United States
  - b. hopes and goals
  - c. future plans
  - d. holidays and celebrations
  - e. past life events
  - f. accomplishments
  - g. problems at work, home, and school
  - h. educational and employment background
  - i. national origin
  - j. etc.

2. vocabulary and expressions with alternative forms for major social functions of language

- a. request
- b. permission
- c. advice
- d. complaint
- e. instructions
- f. etc.

3. greetings and introductions

B. School

1. vocabulary, expressions, and understanding of language related to:

- a. school activities
- b. library services
- c. problems children have at school
- d. educational goals
- e. resources for learning English
- f. grading systems
- g. report cards
- h. parent-teacher meetings
- i. school correspondence

C. Home

1. vocabulary, expressions, and understanding of language related to:

- a. phone service
- b. utility bills
- c. purchases
- d. directions and warnings related to household products
- e. product defects
- f. comparative shopping
  
- i. exchanges

ii. rebates

D. Occupations and Job Seeking

1. vocabulary, expressions, and understanding of language for:
  - a. discussing occupational or career choices
  - b. past work experience
  - c. positive work behavior
  - d. career goals
  - e. letters of recommendation
  - f. job expectations
  - g. job qualifications
  - h. help-wanted ads and job announcements/job descriptions
  - i. job application forms
  - j. job interviews

E. Travel Safety

1. vocabulary, expressions, and understanding of language related to:
  - a. traffic reports
  - b. car maintenance
  - c. traffic accidents
  - d. driving

**II. Language Skills:** Skill development may be promoted largely within the context of practical situations.

A. Reading

1. 400-500 words in length with a 1200-1500 word vocabulary level
  - a. dialogues
  - b. notes
  - c. formal documents
  - d. short stories
  - e. articles

## 2. Reading Skills

- a. identification of main idea
- b. making inferences
- c. understanding of facts and opinion
- d. understanding of meaning from context
- e. basic summary of important information for comprehension of text

## B. Writing

1. composition of notes from text and aural activities
2. formal correspondence letters
  - a. problem/solution
  - b. thanks
  - c. complaint/request
3. one-two-paragraph compositions paragraphs incorporating
  - a. narrative and chronological cohesive elements
  - b. logical grouping of ideas
  - c. topic sentences
  - d. graphic organizers
  - e. other pre-writing strategies to plan writing

## C. Oral/Aural Skills

1. development of comprehension to conversations
2. announcements
3. radio programs
4. brief reports

## D. Grammar: (instruction of grammatical structures may be non-sequential)

1. review and expansion of previously learned tenses and other grammatical structures
2. explicit and comprehensive instruction resulting in student-generated usage of:
  - a. review and expansion of simple present tense

- b. review and expansion of nouns and quantifiers
- c. review and expansion of simple past
  - i. regular and irregular verb forms
  - ii. affirmative and negative statements
  - iii. yes/no and Wh- questions
- d. used *to* + base form verb
- e. phrasal verbs
- f. noun clauses
  - i. reported speech
- g. review and expansion of future forms
  - i. will + base form
  - ii. be going to + base form
  - iii. present continuous + future time expression
- h. introduction to articles
- i. introduction to past continuous
  - i. affirmative and negative statements
  - ii. yes/no questions
  - iii. Wh-questions
- j. adjective + be + infinitive pattern
- k. introduction to comparative and equative forms of adjectives
- l. introduction to present perfect
  - i. affirmative and negative statements
  - ii. past participle forms of irregular verbs
  - iii. indefinite past events
  - iv. actions continuing to the present with 'since' or 'for'

*Note: additional grammar instruction and supplemental activities are often necessary for sufficient acquisition of structures.*

## **2. Recommended Content:**

## A. Shopping and Money

1. vocabulary, expressions, and understanding of language related to:
  - a. alternative methods of purchase (cash, check, credit)
  - b. budgeting
  - c. opening a bank account
  - d. common bank forms and credit applications
  - e. purchase agreements
  - f. advertisements
  - g. bank statements

## B. Health

1. vocabulary, expressions, and understanding of language related to:
  - a. eating habits
  - b. family health
    - i. dental health
  - c. making, canceling, and rescheduling appointments
  - d. parts of the body and major internal organs
  - e. symptoms
  - f. medical procedures and concerns
  - g. hospital facilities
  - h. immunizations
  - i. common health problems
  - j. interpretation and completion of a medical history form

## C. On the Job

1. vocabulary, expressions, and understanding of language related to:
  - a. job safety hazards and health in the workplace
  - b. employee evaluations

## B. ENROLLMENT RESTRICTIONS

### 1. Prerequisites

Satisfactory completion of ELW 903.

### 2. Requisite Skills

*Before entering the course, the student will be able to:*

- A. Use vocabulary and expressions related to small talk topics (e.g. family, friends, past life events, responsibilities, free-time activities, daily activities, family activities, milestones, problems at home, work, and school) and major social functions of language (e.g. apology, likes/dislikes, complaint, request, demand, regret, sympathy, needs, wants, invitations, etc)
- B. Use vocabulary and expressions related to housing options, rental agreements, housing problems, seeking housing, and dealing with landlords
- C. Use vocabulary related to the American school system, school subjects, school events, parent-teacher conferences, behavioral problems in school, completion of school enrollment forms, educational goal setting, learning styles, study skills and habits
- D. Use vocabulary, expressions, and abbreviations related to job duties, work history, work schedules, payroll issues, work policies, employee manuals, and problems at work.
- E. Use vocabulary and expressions related to health problems, symptoms, common injuries, medical appointments, work absence reports, employee accident reports, prescription medicine labels and instructions, medical emergencies, dangerous situations, home safety, and personal medical history
- F. Read dialogues, signs, directions, warnings, applications, simplified reports, letters, short stories, and short articles up to a 600-800 vocabulary word level and 300-400 words in length identifying topic, main idea, and important details
- G. Complete a variety of written tasks: original sentences; notes from texts and aural activities; multi-draft formal correspondence and paragraphs with narrative and descriptive elements, using increased accuracy in grammar, punctuation, capitalization, and spelling; write familiar sentences accurately from dictation; complete information on application forms accurately and legibly
- H. Demonstrate accurate use of grammatical structures studied at the high-elementary level and apply to individual error analysis activities and editing of student writing: review and expansion of simple present, adverbs of frequency, there is/are, simple past, possessives, wh-questions, prepositions of time, and introduction to present continuous, future forms, modals of necessity, prohibition, and permission, and object pronouns

## C. HOURS AND UNITS

0 Units		
INST METHOD	TERM HOURS	UNITS
Lecture	90	
Lab	0	
Discussion	0	
Activity		0

## D. METHODS OF INSTRUCTION (TYPICAL)

*Instructors of the course might conduct the course using the following method:*

- 1. Presentation of material in multiple media including overhead projection, audio and video, PowerPoint, pictures, realia, and whiteboard
- 2. Instructor-facilitated choral, small group, and pair practice with dialogues, discussion, and other

speaking activities include brief oral presentations

3. Instructor-directed role-playing, dramatizing, interviewing, and other language improvisation and structured language invention exercises
4. Modeling of and feedback on dictation, writing exercises, and multi-draft composition assignments incorporating error pattern analysis and editing
5. Modeling of reading with comprehension and response exercises
6. Guest presentations that are adapted for language learners
7. Computer-assisted language learning activities
8. Field trips to workplaces, other locations on campus, and locations of occupational training

## **E. ASSIGNMENTS (TYPICAL)**

### **1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

*Time spent on coursework in addition to hours of instruction (lecture hours)*

- A. daily individual, pair, and small group speaking and listening practice and discussion of content topics to develop oral/aural fluency and pronunciation
- B. daily reading exercises
  1. dialogues, advertisements, labels, schedules, notes, forms,
  2. formal correspondence, instructions, short stories, and articles of 400-500 words
  3. developing reading skills
    - a. deducting meaning from context
    - b. identifying main idea, making inferences
    - c. understanding facts and opinions
  4. basic summarizing of important information demonstrating comprehension of the text
- C. daily and weekly writing exercises and assignments using increased accuracy in grammar, spelling, and punctuation in
  1. dictations: sentence building and completion
  2. guided writing assignments
  3. utilizing graphic organizers and other pre-writing strategies to plan writing
  4. error correction based on regular instructor feedback
- D. two graded oral activities/presentations
- E. daily/weekly comprehension and practice activities from student book and work book completed as homework for further interaction in class
- F. four multi-draft 1-3-paragraph compositions for academic, business, or civic purposes per term, including

- a. a formal business letter
  - b. a letter to an editor
  - c. at least two compositions utilizing narrative and chronological devices, logical grouping of ideas, topic sentences, effective support of ideas, cohesive devices, level-appropriate vocabulary, and correct formatting
- G. daily/weekly comprehension and practice activities from student book and work book completed as homework for further interaction in class
- H. multiple times per week quizzes
- I. weekly/bi-weekly tests

## 2. **EVIDENCE OF CRITICAL THINKING**

*Assignments require the appropriate level of critical thinking*

- A. Look at the vocabulary. The words describe problems with purchases (things you buy). Which words do you know? Look at the pictures of the vocabulary and listen. Listen again and repeat the words.
- 1. For homework, make study cards using the vocabulary phrases that refer to damage or complaints to prepare for an oral in-class activity. Write the problem on the front of the card. Write two things that you buy that can have the problem on the back of the card.
  - 2. In class, be prepared to work with a partner and write a short dialog between a customer and an appliance salesperson. Use the vocabulary you just learned to explain the problems with something you recently purchased. Turn in your dialogue to your instructor for grading. Perform your dialogue in front of the class. Your instructor will grade you on your language use, physical delivery, and fluency.
- B. In groups, answer the pre-reading discussion questions and practice using the key vocabulary from the article about job interviews.
- 1. For homework, read the article. Before you read, look at the titles and headings of the article. These will help you understand the most important ideas before you begin reading. After reading, circle the main idea and answer the questions about the details of the article.
  - 2. Next, look at the article again and pay special attention to the boldfaced vocabulary words. Use these words in sentences of your own. Be prepared to share your example sentences in class. Then complete the sentences on the following with the correct information from the article. Study your notes on this page in preparation for a reading quiz in class on main ideas and your own inferences about the article. Be prepared to discuss in groups your responses to the opinion questions about the article.
- C. Look at the paragraph below about Jorge's past job experiences. What issues does he mention in his paragraph (e.g. hours, job duties, manager, pay, pressure, safety/work conditions)?
- 1. Next, talk with a partner about a job. It could be your job now, a job you had in the past, or the job of a family member. What is good or bad about the job? Talk about the issues already mentioned or your own ideas.
  - 2. Write a paragraph about the job you discussed. Use Jorge's paragraph as an example. What is good or bad about the job? Check your writing using the checklist (Did you tell what the job is? Did you explain what is good or bad about the job? Did you write your feelings about the job? Did you check spelling, grammar, and format?). Work with a tutor on revising and editing

your paragraph before you type and turn it in to the instructor. You will analyze your most common error patterns and edit and revise content, organization, and language in this assignment multiple times for a final grade.

Example assignments taken and adapted from *Future Level 3*.

## F. TEXTS AND OTHER READINGS (TYPICAL)

1. **Book:** Adelson-Goldstein, J. and Shapiro, N. (1998). *The Oxford Picture Dictionary* (1st/e). White Plains, NY Oxford University Press.
2. **Book:** Bliss, B. and Molinsky, S. (2007). *Word by Word Picture Dictionary* (2nd/e). White Plains, NY Pearson/Longman.
3. **Book:** Heyer, S. (2009). *More True Stories* (3rd/e). White Plains, NY Pearson/Longman.
4. **Book:** Lynn, Sarah, Magy, Ronna, & Salas-Isnardi, Federico (2020). *Future Level 3 - Student Book with Pearson Practice English App & Workbook* (2nd/e). Hoboken, NJ Pearson Education.
5. Other: IMPORTANT NOTE: It should be noted that the Future 3 student book and workbook bundle is to be used as the core text for the class along with a reading text (e.g. More True Stories).

All other texts listed in addition are for supplemental use. Class sets of some of the additionally listed texts are available to instructors - thus the reason for sometimes older editions.

ISBN for Future 3 Student Book + Workbook + Pearson App: 978-0-13-535845-0

## III. DESIRED LEARNING

### A. OBJECTIVES

#### 1. Required Objectives

*Upon satisfactory completion of this course, the student will be able to:*

- a. Use vocabulary, expressions, and language to engage in a variety of conversational and social situations (current and past events, goals, plans, difficulties, routines, requests for information, advice, instructions, and comparisons) with some ease in use of vocabulary and language fluency.
- b. Use vocabulary and expressions related to school activities, library services, problems children have at school, educational goals, resources for learning English, grading systems, report cards, parent-teacher meetings, and school correspondence.
- c. Use vocabulary and expressions related to phone service, utility bills, purchases, directions and warnings for household products, product defects, comparative shopping, exchanges and rebates.
- d. Use vocabulary and expressions related to occupational or career choices, past work experience, positive work behavior, career goals, letters of recommendation, job expectations, common job interview questions, job announcements, and job descriptions.
- e. Use vocabulary and expressions related to driving, traffic reports, car maintenance, and traffic accidents.
- f. Read dialogs, formal documents, short stories, and articles of 400-500 words in length with a 1200-1500 word vocabulary level identifying main idea, making inferences, distinguishing between facts and opinions, understanding meaning from context, and summarizing of important information demonstrating comprehension of the text.

- g. Complete a variety of academic and context-specific written tasks: notes from texts and aural activities, formal correspondence (letters involving problem/solution, thanks, complaint/request) and one-two paragraph multi-draft compositions using narrative, comparative, and chronological cohesive elements, logical grouping of ideas, topic sentences, and pre-writing techniques and organizers.
- h. Demonstrate accurate use of grammatical structures studied at the intermediate level and apply to individual error analysis activities and editing of student writing: introduction to article usage, past continuous, and adjective + be + infinitive pattern; review and expansion of simple present, nouns and quantifiers, future forms, simple past tense and used to, and phrasal verbs; introduction and focus on present perfect, noun clauses, comparatives and equatives.

## 2. **Recommended Objectives**

*Upon satisfactory completion of the course (when the related recommended content is covered) the student will be able to:*

- a. Use vocabulary and expressions related to eating habits, family health, dental health, making, canceling, and rescheduling appointments, parts of the body and major internal organs, symptoms, medical procedures and concerns, hospital facilities, immunizations, common health problems, and medical history forms.
- b. Use vocabulary and expressions related to job safety hazards and health in the workplace, employee evaluations, and employee training.
- c. Use vocabulary and expressions related to shopping, budgeting, purchase agreements, money, and banking.

## IV. **METHODS OF EVALUATION (TYPICAL)**

### A. **FORMATIVE EVALUATION**

1. regular teacher observation of class activities
2. quizzes and examinations including but not limited to vocabulary items, student-generated written passages, listening and reading comprehension, error analysis, editing exercises, dictation, sentence transformation, and cloze passages
3. computer-related tasks
4. written homework assignments
5. student book and workbook assignments
6. feedback on performance in oral tasks in areas including but not limited to fluency, physical delivery, content, and organization

### B. **SUMMATIVE EVALUATION**

1. pre-and post-testing of specified competencies
2. comprehensive final exam

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves several important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes. 3) It provides a method of accountability for student progress and success.



# ELW - 904: Intermediate English for Life and Work

## Course Learning Outcomes

*Upon satisfactory completion of this course, the student should be prepared to:*

1. Demonstrate accurate use of English syntax, a variety of verb tenses and grammatical structures, and vocabulary at an intermediate level in a variety of social, community, and workplace situations.
2. Read, interpret, and respond to reading passages in a variety of documents about everyday life, social, and work situations demonstrating competence in the English language at an intermediate level.
3. Compose one-to-three-paragraph compositions using basic paragraph form, topic sentences, effective support of ideas, cohesive devices, level-appropriate vocabulary, and accurate use of grammar at an intermediate level.

Modesto Junior College  
Course Outline of Record  
**ELW 905**

## **I. OVERVIEW**

*The following information will appear in the 2020 - 2021 catalog*

### **ELW 905—HIGH INTERMEDIATE ENGLISH FOR LIFE AND WORK**

**0 UNITS**

**Formerly listed as:** ESL - 905: ESL: High Intermediate English for Life and Work, ESL - 905: English At Work 1

**90 Lecture Hours = 90 Total Student Learning Hours**

**Prerequisite:** Satisfactory completion of ELW 904.

High intermediate level English for speakers of other languages. Instruction and practice in listening, speaking, reading, and writing with a greater emphasis on preparation into an academic language program. Course is repeatable. Field trips might be required. (P/NP or SP)

## **II. LEARNING CONTEXT**

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

### **A. COURSE CONTENT**

#### **1. Required Content:**

**I. Life and Workskills Competencies:** Coursework is organized around practical life and work situations. Language skills, lexical knowledge, and structural awareness are introduced and developed within the context of these situations. Sequence and emphasis are to be determined by the instructor according to the needs of the students.

#### **A. Social Interaction**

1. vocabulary expressions, and understanding of language related to small talk topics

- a. special events
- b. goals
- c. biographical information
- d. challenges
- e. community issues and events
- f. feelings
- g. family relationships
- h. neighborhood and surroundings

2. vocabulary and expressions with alternative forms for major social functions of language

- a. advice

- b. suggestions
- c. criticism
- d. certainty
- e. permission
- f. requests
- g. prohibitions
- h. interruptions
- i. requesting and giving feedback
- j. offers

B. Health

- 1. vocabulary, expressions, and understanding of language related to:
  - a. symptoms
  - b. communication with medical personnel
  - c. health risks
  - d. preventive health
  - e. medical history and health insurance forms
  - f. medical emergencies

C. Education

- 1. vocabulary, expressions, and understanding of language related to:
  - a. communication with school personnel about a student's progress
  - b. school enrollment
  - c. after-school programs
  - d. school safety
  - e. parental rights and responsibilities
  - f. report cards

D. Community

- 1. vocabulary, expressions, and understanding of language related to:
  - a. community services

- b. community improvement
- c. tenant and landlord responsibilities
- d. problems with neighbors

**II. Language Skills:** Skill development may be promoted largely within the context of practical situations.

A. Reading

1. 500-700 words in length

- a. dialogues
- b. notes
- c. memos
- d. short stories
- e. instructions
- f. forms
- g. articles of annotating text

2. Reading Skills

- a. identifying main idea
- b. making inferences
- c. recognizing restatements
- d. using details to understand important ideas
- e. skimming
- f. distinguishing between facts and opinion
- g. recognizing cohesive devices
- h. summarizing important information demonstrating comprehension of the text

B. Writing

- 1. composition of notes from text and aural activities
- 2. formal correspondence
- 3. one-to-two paragraph compositions of narration and description utilizing a variety of:
  - a. sentence structures
  - b. topic sentences

- c. examples
  - d. details
  - e. level appropriate cohesive devices
  - f. pre-writing techniques
- C. Oral/Aural Skills
1. development of comprehension to:
    - a. short aural lectures
    - b. presentations
    - c. extended discussions and conversations
    - d. preparation and delivery of oral presentations and tasks
- D. Grammar: (instruction of grammatical structures may be non-sequential)
1. review of previously learned tenses and other grammatical structures
  2. explicit and comprehensive instruction resulting in student-generated usage of:
    - a. expansion and comparison of simple present and present continuous
    - b. expansion of future forms
    - c. expansion of simple past and *used to*
    - d. *wish* in present/future
    - e. verb + object + infinitive pattern
    - f. infinitives of purpose
    - g. modals of expectation, permission, advice, and necessity
    - h. review and expansion of reported speech
    - i. review and expansion of present perfect
      - i. statements and questions
      - ii. past participle forms of irregular verbs
      - iii. indefinite past events vs. actions continuing to the present with 'since' or 'for'
    - j. introduction to present perfect continuous
      - i. affirmative and negative statements
      - ii. yes/no and Wh- questions

- k. adverb clauses of reason
- l. use of *such ... that, so ... that*

*Note: additional grammar instruction and supplemental activities are often necessary for sufficient acquisition of structures.*

## 2. **Recommended Content:**

### A. Occupations and Job Seeking

- 1. vocabulary, expressions, and understanding of language related to:
  - a. career goals
  - b. job skills and abilities
  - c. job-hunting
  - d. job interview questions and responses
  - e. previous work experience and duties
  - f. communication with supervisors and co-workers
  - g. performance reviews
  - h. common workplace instructions
  - i. work requirements
  - j. workplace safety
  - k. employee accident reports

### B. Finances

- 1. vocabulary, expressions, and understanding of language related to:
  - a. bank services
  - b. income tax forms
  - c. entrepreneurship
  - d. budgets
  - e. financial goals

### C. Legal System

- 1. vocabulary expressions, and understanding of language related to:
  - a. legal problems and the legal system

- b. courtroom procedures

## B. ENROLLMENT RESTRICTIONS

### 1. Prerequisites

Satisfactory completion of ELW 904.

### 2. Requisite Skills

*Before entering the course, the student will be able to:*

- A. Use vocabulary, expressions, and language to engage in a variety of conversational and social situations (current and past events, goals, plans, difficulties, routines, requests for information, advice, instructions, and comparisons) with some ease in use of vocabulary and language fluency
- B. Use vocabulary and expressions related to school activities, library services, problems children have at school, educational goals, resources for learning English, grading systems, report cards, parent-teacher meetings, and school correspondence
- C. Use vocabulary and expressions related to phone service, utility bills, purchases, directions and warnings for household products, product defects, comparative shopping, and exchanges and rebates
- D. Use vocabulary and expressions related to occupational or career choices, past work experience, positive work behavior, career goals, letters of recommendation, job expectations, common job interview questions, job announcements, and job descriptions
- E. Use vocabulary and expressions related to driving, traffic reports, car maintenance, and traffic accidents
- F. Read dialogues, formal documents, short stories, and articles of 400-500 words in length with a 1200-1500 word vocabulary level identifying main idea, making inferences, distinguishing between facts and opinions, understanding meaning from context, and summarizing of important information demonstrating comprehension of the text
- G. Complete a variety of academic and context-specific written tasks: notes from texts and aural activities, formal correspondence (letters involving problem/solution, thanks, complaint/request) and one-two-paragraph multi-draft composition using narrative, comparative, and chronological cohesive elements, logical grouping of ideas, topic sentences, and pre-writing techniques and organizers
- H. Demonstrate accurate use of grammatical structures studied at the intermediate level and apply to individual error analysis activities and editing of student writing: introduction to article usage, past progressive, and adjective + be + infinitive pattern; review and expansion of simple present, nouns and quantifiers, future forms, simple past tense and used to, and phrasal verbs; introduction and focus on present perfect, noun clauses, comparatives and equatives

## C. HOURS AND UNITS

0 Units		
INST METHOD	TERM HOURS	UNITS
Lecture	90	
Lab	0	
Discussion	0	

Activity		0
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**D. METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

1. Presentation of material in multiple media including overhead projection, audio and video, PowerPoint, pictures, realia, and whiteboard
2. Instructor-facilitated group and pair practice with dialogues, discussion, and other speaking activities including brief oral presentations
3. Instructor-directed role playing, dramatizing, and other language improvisation exercises
4. Modeling of and feedback on writing exercises and multi-draft written/composition assignments incorporating error pattern analysis and editing
5. Computer-assisted language learning activities
6. Modeling of reading with comprehension and response exercises
7. Guest presenters
8. Field trips to workplaces, other locations on campus, and locations of occupational training

**E. ASSIGNMENTS (TYPICAL)**

**1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

*Time spent on coursework in addition to hours of instruction (lecture hours)*

- A. daily individual, pair, and small group speaking and listening practice and discussion of content topics to develop oral/aural fluency and pronunciation
- B. daily reading exercises
  1. memos, notes, letters, reports, instructions, dialogues
  2. articles of 500-700 words
  3. developing reading skills
    - a. skimming
    - b. identifying main idea, making inferences, using details to understand important ideas
    - c. identifying an author's purpose
    - d. distinguishing between facts and opinion
    - e. recognizing restatements, cohesive devices
    - f. summarizing important information demonstrating comprehension of the text
    - g. note-taking and response from a text for further study
- C. daily homework practice activities from student book and work book
- D. daily and weekly listening, note-taking, and other comprehension activities completed as homework for further interaction in class
- E. daily and weekly writing exercises and assignments using increased accuracy in grammar, spelling, and punctuation in

1. dictations: sentence building and completion
  2. guided writing assignments
  3. utilizing graphic organizers and other pre-writing strategies to plan writing
  4. error analysis and correction based on regular instructor feedback
- F. four multi-draft, multi-paragraph compositions for academic, business, or civic purposes per term, including
1. a formal business letter
  2. a letter to an editor
  3. at least two compositions utilizing narrative and chronological devices, logical grouping of ideas, topic sentences, effective support of ideas, cohesive devices, level-appropriate vocabulary, and correct formatting
- G. two graded oral activities/presentations per term
- H. multiple times per week quizzes
- I. bi-weekly/weekly tests

## 2. **EVIDENCE OF CRITICAL THINKING**

*Assignments require the appropriate level of critical thinking*

- A. Discuss with your group some injuries that can happen at work and the meaning of the word *ergonomic* by looking at the examples below of ergonomic work equipment and furniture.
1. Look at the boldfaced words in the sentences below. Guess their meanings from context and choose the best definition from the choices given. For homework, listen and read the article *Another Way to Stay Healthy*; highlight the text and take notes to help you remember what you read. Answer the questions after you read about the main idea, major points, and supporting details in the article. Look at the article again. When you read, look for information that the author repeats or explains again with different words.
  2. Next, match each of the statements below to one that has the same, or almost the same, meaning.
  3. In class, be prepared to work with a group and make a list of three activities that will probably take place at the workshops that the Safety Committee is planning based on what you read in the article. How can those workshop activities reduce injuries? Briefly present your ideas to the class.
- B. In this unit, you have been discussing your past experiences as well as short-term and long-term goals. You will now write a biographical paragraph that describes your life in the past, the present, and future. Remember to use the grammar studied in this unit.
1. To begin, study the model paragraph in your text and answer the writing analysis questions about the content and organization. Use a graphic organizer to pre-write your paragraph. Share these ideas with a tutor for revision and editing before turning it in to your instructor. You will analyze your most common error patterns, edit and revise content, organization, and language in the assignment multiple times for a final grade.

- C. Before you listen to the conversation on the CD, brainstorm a list of things an employer wants or expects from an employee. When people or companies need to build something, they often hire a contractor to manage the project. The contractor often hires subcontractors. Look at the picture of a contractor and a subcontractor. What tasks do you think each person does?
1. For homework, listen to the conversation between Sam (contractor) and Oleg (subcontractor). Listen for the main idea. What is the problem discussed in the conversation? Now listen to the conversation again. Write *true* or *false* next to the statements. Correct the false statements. In class, be prepared to discuss the conversation in groups. What are some things Oleg could have done differently? What could Sam have done differently?
  2. Talk about your own job experiences or those of people you know. Then role-play the situations below between a contractor and subcontractor.

Example assignments taken and adapted from *Future Level 4*.

## F. TEXTS AND OTHER READINGS (TYPICAL)

1. **Book:** Lynn, Sarah, Magy, Ronna, and Salas-Isnardi, Federico (2020). *Future Level 4 - Student Book with Pearson Practice English App & Workbook* (2nd/e). Hoboken, NJ Pearson Education.
2. **Book:** Heyer, S. (2006). *Even More True Stories* (3rd/e). White Plains, NY Pearson/Longman.
3. Other: IMPORTANT NOTE: It should be noted that the Future 4 student book, workbook, and Pearson app bundle is to be used as the core text for the class along with a reading text (e.g. Even More True Stories).

All other texts listed in addition are for supplemental use. Class sets of some of the additionally listed texts are available to instructors - thus the reason for sometimes older editions.

4. Other: Full ISBN for Future 4 Student Book, Workbook, & Pearson app: 978-0-13-535833-7

## III. DESIRED LEARNING

### A. OBJECTIVES

#### 1. Required Objectives

*Upon satisfactory completion of this course, the student will be able to:*

- a. Use vocabulary, expressions, and language related to small talk topics (e.g. special events, goals, biographical information, challenges, community issues and events, feelings, family relationships, neighborhood and surroundings, and major social functions of language (e.g. advice, suggestions, criticism, certainty, permission, requests, prohibitions, interruptions, requesting and giving feedback, and offers).
- b. Use vocabulary, expressions, and language related to symptoms, communication with medical personnel, health risks, preventive health, medical history and health insurance forms, and medical emergencies.
- c. Use vocabulary, expressions, and language related to communication with school personnel about a student's progress, school enrollment, after-school programs, school safety, parental rights and responsibilities, and report cards.
- d. Use vocabulary, expressions, and language related to community services, community improvement, tenant and landlord responsibilities, and problems with neighbors.
- e. Read dialogues, notes, memos, instructions, short stories, forms, articles of 500-700 words identifying main idea, making inferences, recognizing restatements, using details to understand

important ideas, skimming, distinguishing between facts and opinion, recognizing cohesive devices, and summarizing important information demonstrating comprehension of the text.

- f. Complete a variety of academic and context-specific written tasks: notes from texts and aural activities, a formal letter to a school, a multi-paragraph complaint letter, and one-two-paragraph multi-draft compositions using clear topic sentences, use of specific examples/details, level-appropriate cohesive devices, and pre-writing techniques and organizers.
- g. Demonstrate accurate use of grammatical structures studied at the high-intermediate level and apply to individual error analysis activities and editing of student writing: simple present and present continuous (review and mastery), future forms (review), simple past and used to (review), wish in present and future (intro), verb + object + infinitive pattern, infinitives of purpose (intro), modals (expectation, permission, advice, necessity), reported speech (intro), present perfect continuous (intro), adverb clauses of reason, use of such... that, so ... that.

## 2. **Recommended Objectives**

*Upon satisfactory completion of the course (when the related recommended content is covered) the student will be able to:*

- a. Use vocabulary, expressions, and language related to career goals, job skills and abilities, job-hunting, job interview questions and responses, previous work experience and duties, communication with supervisors and co-workers, performance reviews, common workplace instructions, work requirements, workplace safety, and employee accident reports.
- b. Use vocabulary, expressions, and language related to bank services, income tax forms, entrepreneurship, budgets, and financial goals.
- c. Use vocabulary, expressions, and language related to legal problems and the legal system, courtroom procedures, car maintenance and repairs, car accidents, insurance matters, and traffic laws.

## IV. **METHODS OF EVALUATION (TYPICAL)**

### A. **FORMATIVE EVALUATION**

1. Regular teacher observation of class activities
2. Quizzes and examinations including but not limited to vocabulary items, student-generated written passages, listening and reading comprehension, error analysis, editing exercises, dictation, sentence transformation, and cloze passages
3. Computer-related tasks
4. Written homework assignments including notes, short responses, and multi-draft compositions
5. Student book and workbook assignments
6. Feedback on performance in oral tasks in areas including but not limited to fluency, physical delivery, content, and organization

### B. **SUMMATIVE EVALUATION**

1. Pre- and post-testing of specified competencies
2. Comprehensive final exam

Note: Although no grade or course credit is granted, the administering of some formal quizzes serves several important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations,

preparing them for transfer into credit classes. 3) It provides a method of accountability for student progress and success.

# ELW - 905: High Intermediate English for Life and Work

## Course Learning Outcomes

*Upon satisfactory completion of this course, the student should be prepared to:*

1. Demonstrate accurate use of English syntax, a variety of verb tenses and grammatical structures, and vocabulary at a high-intermediate level to construct original sentences in community and academic situations.
2. Read, interpret, and respond to high-intermediate reading passages in a variety of authentic documents about personal, community, workplace, and educational situations, comprehending expressions and vocabulary using a range of academic reading skills and strategies.
3. Compose multi-paragraph compositions using topic sentences, effective support of ideas, cohesive devices, appropriate vocabulary and sentence types, and accurate use of grammar at a high-intermediate level.

Modesto Junior College  
Course Outline of Record

# ELW 906

## I. OVERVIEW

*The following information will appear in the 2020 - 2021 catalog*

### ELW 906—LOW ADVANCED ENGLISH FOR LIFE AND WORK

**0 UNITS**

**Formerly listed as:** ESL - 906: ESL: Low Advanced English for Life and Work, ESL - 906: English At Work 2

**90 Lecture Hours = 90 Total Student Learning Hours**

**Prerequisite:** Satisfactory completion of ELW 905.

Low advanced level English for speakers of other languages. Instruction and practice in listening, speaking, reading, and writing with emphasis on transition to academic programs, the workplace, and job-training courses. Course is repeatable. Field trips might be required. (P/NP or SP)

## II. LEARNING CONTEXT

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

### A. COURSE CONTENT

#### 1. Required Content:

**I. Life and Workskills Competencies:** Coursework is organized around practical life and work situations. Language skills, lexical and structural knowledge are introduced and developed within the context of these situations. Sequence and emphasis are to be determined by the instructor according to the needs of the students.

#### A. Social Interaction

1. vocabulary, expressions, and understanding of language related to:
  - a. entering and participating in discussions
  - b. expressing agreement and disagreement
  - c. giving and accepting constructive criticism
  - d. offering and accepting apologies
  - e. giving and asking for feedback
  - f. making suggestions
  - g. asking polite questions
  - h. clarifying information
  - i. giving presentations
  - j. expressing comparison and contrast and advantages and disadvantages
  - k. qualifying and exchanging opinions

- l. giving advice
- m. etc.

B. Civics

- 1. vocabulary, expressions, and understanding of language related to:
  - a. employees' rights in the workplace
  - b. basic rights of citizens
  - c. common legal procedures
  - d. citizenship and naturalization processes
  - e. branches of the U.S. government

C. Career Development and Preparation for Employment

- 1. vocabulary, expressions, and understanding of language related to:
  - a. career counseling
  - b. personality traits
  - c. career goals
  - d. career paths
  - e. job interests and abilities
  - f. job research
  - g. obstacles to goals
  - h. interview techniques and strategies
  - i. different types of resumes
  - j. cover letters

D. Job Advancement and College Resources

- 1. vocabulary, expressions, and understanding of language related to:
  - a. performance reviews
  - b. job-training opportunities and programs (with emphasis on programs available locally)
  - c. job promotions
  - d. self-evaluations

**II. Language Skills:** Skill development may be promoted largely within the context of practical situations.

A. Reading

1. types of reading materials

- a. instruction manuals
- b. web information
- c. short stories
- d. formal correspondence
- e. articles of varying formats and rhetorical modes of increasing length and complexity

2. development of academic and content vocabulary and reading skills/strategies

- a. identifying main idea and supporting details
- b. basic summarizing of information
- c. annotating text
- d. scanning
- e. inferencing
- f. organizing using a graphic organizers
- g. distinguishing between fact and opinion
- h. identifying various word forms

B. Writing

1. composition of resumes

2. notes from a text or lecture for further study and review, multi-paragraph compositions

3. formal correspondence using:

- a. level-appropriate cohesive devices
- b. topic sentences
- c. specific examples

C. Oral/Aural Skills

1. development of comprehension to:

- a. aural lectures

- b. presentations
  - c. extended discussions and conversations
2. preparation and delivery of oral presentations and tasks
- D. Grammar: (instruction of grammatical structures may be non-sequential)
1. review of previously learned tenses and other grammatical structures
  2. explicit and comprehensive instruction resulting in student-generated usage of:
    - a. introduction to gerunds/infinitives
      - i. as object of verb
      - ii. as subject of verb (gerunds)
    - b. expansion of present perfect (indefinite past and actions continuing to present)
    - c. expansion of irregular simple past and past participle verb forms
    - d. review and expansion of present perfect continuous
      - i. contrast with present perfect uses
    - e. introduction to past perfect
      - i. statements and questions
      - ii. contrast with simple past
    - f. introduction to passive voice
      - i. present, past, and with *get*
    - g. introduction to future real conditional
    - h. clauses with *although* and *unless*

*Note: additional grammar instruction and supplemental activities are often necessary for sufficient acquisition of structures.*

**2. Recommended Content:**

A. Health and Safety

1. vocabulary, expressions, and understanding of language related to:

- a. dangerous situations
- b. safety and evacuation procedures
- c. workplace safety measures
- d. workers' rights
- e. preventive safety measures at home and work
- f. protective supplies and equipment
- g. wellness and preventive health
- h. medical specialties
- i. medications
- j. risk factors for common illnesses and diseases
- k. first aid and emergency procedures

B. Pronunciation/Aural Comprehension

1. production and aural comprehension of linked, reduced, and contracted expression of structures studied
2. production of correct intonation in statements and questions

**B. ENROLLMENT RESTRICTIONS**

**1. Prerequisites**

Satisfactory completion of ELW 905.

**2. Requisite Skills**

*Before entering the course, the student will be able to:*

- A. Use vocabulary, expressions, and language related to small talk topics (e.g. special events, goals, biographical information, challenges, community issues and events, feelings, family relationships, neighborhood and surroundings, and major social functions of language (e.g. advice, suggestions, criticism, certainty, permission, requests, prohibitions, interruptions, requesting and giving feedback, and offers)
- B. Use vocabulary, expressions, and language related to symptoms, communication with medical personnel, health risks, preventive health, medical history and health insurance forms, and medical emergencies
- C. Use vocabulary, expressions, and language related to communication with school personnel about a student's progress, school enrollment, after-school programs, school safety, parental rights and responsibilities, and report cards
- D. Use vocabulary, expressions, and language related to community services, community improvement, tenant and landlord responsibilities, and problems with neighbors
- E. Read dialogues, notes, memos, instructions, short stories, forms, articles of 500-700 words identifying main idea, making inferences, recognizing restatements, using details to understand important ideas, skimming, distinguishing between facts and opinion, recognizing cohesive devices, and summarizing important information demonstrating comprehension of the text

- F. Complete a variety of academic and context-specific written tasks: notes from texts and aural activities, a formal letter to a school, a multi-paragraph complaint letter, and one-two-paragraph multi-draft compositions using clear topic sentences, use of specific examples/details, level-appropriate cohesive devices, and pre-writing techniques and organizers
- G. Demonstrate accurate use of grammatical structures studied at the high-intermediate level and apply to individual error analysis activities and editing of student writing: simple present and present continuous (review and mastery), future forms (review), simple past and used to (review), wish in present and future (intro), verb + object + infinitive pattern, infinitives of purpose (intro), modals (expectation, permission, advice, necessity), reported speech (intro), present perfect continuous (intro), adverb clauses of reason, use of such... that, so ... that

**C. HOURS AND UNITS**

0 Units		
INST METHOD	TERM HOURS	UNITS
Lecture	90	
Lab	0	
Discussion	0	
Activity		0

**D. METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

1. Presentation of material in multiple media including overhead projection, audio and video, PowerPoint, pictures, realia, and whiteboard
2. Instructor-facilitated group and pair-work with dialogues, discussion, and other speaking activities including oral presentation
3. Instructor-directed role playing, dramatizing, and other language improvisation exercises
4. Modeling of reading with comprehension exercises and vocabulary practice
5. Modeling of and feedback on writing exercises and multi-draft written/composition assignments incorporating error pattern analysis and editing
6. Computer-assisted language learning activities
7. Guest presenters
8. Field trips to workplaces, other locations on campus, and locations of occupational training

**E. ASSIGNMENTS (TYPICAL)**

**1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

*Time spent on coursework in addition to hours of instruction (lecture hours)*

- A. Daily individual, pair, and small group speaking and listening practice and discussion of content topics to develop oral/aural fluency and pronunciation
- B. Daily reading exercises
  1. dialogues, instruction manual excerpts, memos, letters, directions, resumes
  2. articles of varying formats and rhetorical modes of increasing complexity and length (700-900 words)

- a. comparing and contrasting ideas
  - b. recognizing cause and effect
3. developing reading skills
- a. understanding sequence
  - b. making inferences
  - c. distinguishing fact from opinion
  - d. annotating, basic summarizing
  - e. note-taking from a text for further study
- C. Daily homework practice activities from student book and work book
- D. Daily and weekly listening, note-taking, and other comprehension activities completed as homework for further interaction in class
- E. Daily and weekly writing exercises and assignments including
1. error analysis and correction based on regular instructor feedback
- F. One multi-draft formal resume per term
- G. Four multi-paragraph, multi-draft compositions per term, including clear topic sentences, effective support of ideas, cohesive device, level-appropriate vocabulary, and correct formatting
1. a personal statement
  2. a formal cover letter
  3. e-mail
  4. workplace self-evaluation
- H. Two graded oral activities/presentations per term
- I. Multiple times per week quizzes
- J. Bi-weekly/weekly tests
- 2. EVIDENCE OF CRITICAL THINKING**  
*Assignments require the appropriate level of critical thinking*
- A. For homework, listen to an instructor lecture to a new group of students in her citizenship class. She is explaining the requirements for naturalization. Listen to the lecture and take notes.
1. Study your notes to prepare for a quiz in class. Be prepared to compare your use of headings, bullets, key words, and/or abbreviations in your notes to a classmate's notes. Discuss your opinion on the naturalization process in response to the discussion questions in your text. Use expressions and phrases in this unit to express yourself politely.
  2. Then use passive voice to describe the naturalization process in your home country to your

group.

- B. In the last two units, you learned about communicating your personal strengths, abilities, skills, and interests as well as answers to typical job interview questions. At the upcoming job fair simulation activity with employers, use your personal "elevator speech" to introduce yourself to an employer, as well as respond to his/her questions.
1. Complete the interaction with some questions of your own. Be sure to visit seven employers. The instructor will grade your individual performance at the job fair simulation using the attached rubric. During the job fair simulation be aware of your gestures, volume, speech rate and fluency, pronunciation, and correct use of vocabulary and grammar.
- C. You are going to write a self-evaluation about your performance at your current job or a job you had in the past. If you have never had a job, you can write a self-evaluation of your performance at school. Read about self-evaluations.
1. To begin, list your strengths and weaknesses at work or at school. Think of specific and concrete examples to support your assessment of yourself. Also, think about improvements you want to make in your performance.
  2. Next, read the model. Do you think that the employee, Pham, has done a good job of describing her strengths and weaknesses and listing steps for improvement? Answer the writing analysis questions about the model. Look at Exercise 3. Before Pham began writing, she used an outline to organize her self-evaluation. Compare her outline to her self-evaluation. How are they similar?
  3. Use the notes you made about your strengths and weaknesses to create an outline for your self-evaluation. Use your outline to write your self-evaluation.
  4. Next, revise your work using the checklist and rubric attached. Share your self-evaluation with a tutor for revision and editing before turning it in to your instructor. You will analyze your most common error patterns, and edit and revise content, organization, and language in this assignment multiple times for a final grade.

Exercises taken and adapted from *Future Level 5 Student Book* by Pearson/Longman.

## F. TEXTS AND OTHER READINGS (TYPICAL)

1. **Book:** Lynn, Sarah, Magy Ronna, Salas-Isnardi, Federico (2020). *Future Level 5 - Student Book w/ Pearson Practice English App and Workbook* (2nd/e). White Plains, NY Pearson Education.
2. **Book:** Heyer, S. (2003). *Beyond True Stories* (1st/e). White Plains, NY Pearson/Longman.
3. **Book:** Kahty S. Van Ormer (1994). *Workskills 4* (1st/e). White Plains, NY Pearson/Longman.
4. **Book:** Jean Saslow (2007). *Workplace Plus 4* (1st/e). White Plains, NY Pearson/Longman.
5. **Book:** Lisa Johnson (1996). *Apply Yourself* (1st/e). White Plains, NY Pearson/Longman.
6. Other: IMPORTANT NOTE: It should be noted that Future Level 5 student book, Pearson Practice App, and workbook bundle is the core text for the course along with a reading text (e.g. Beyond True Stories).

All other texts listed are supplemental and part of class sets, thus the reason for sometimes older editions.

Full ISBN for Future Level 5 Student Book, Workbook, and Pearson App - 9780135358252

### III. DESIRED LEARNING

#### A. OBJECTIVES

##### 1. Required Objectives

*Upon satisfactory completion of this course, the student will be able to:*

- a. Use vocabulary, expressions, and language related to entering and participating in discussions, expressing agreement and disagreement, giving and accepting constructive criticism, giving and asking for feedback, making suggestions, asking polite questions, clarifying information, giving brief presentations, expressing comparison and contrast and advantages and disadvantages, and qualifying and exchanging opinions.
- b. Use vocabulary, expressions, and language related to employees' rights in the workplace, basic rights of citizens, common legal procedures, citizenship and naturalization processes, and U.S. governmental organization.
- c. Use vocabulary, expressions, and language related to career counseling, personality traits and personal strengths, career goals, career pathways, job interests and abilities, job research, obstacles to goals, interview techniques and strategies, different types of resumes, and cover letters.
- d. Use vocabulary, expressions, and language related to performance reviews, job-training opportunities and programs (with emphasis on programs available locally), job promotions, and self-evaluations.
- e. Read college, civics, and work-related materials, short stories, articles of varying formats and rhetorical modes of increasing length and complexity while employing a variety of low-advanced reading skills (e.g. comparing and contrasting, recognizing cause and effect, understanding sequence, identifying main ideas and details, scanning, previewing, organizing information, annotating, basic summarizing, distinguishing fact from opinion, and making inferences).
- f. Complete a variety of academic and workplace written tasks: notes from texts and aural activities, a resume, formal correspondence, and multi-paragraph compositions using level-appropriate cohesive devices, topic sentences, specific examples, and pre-writing techniques and organizers.
- g. Demonstrate accurate use of grammatical structures studied at the low-advanced level (gerunds/infinitives, a variety of uses of present perfect, simple past and past participle verb forms, present perfect progressive and contrast with present perfect, past perfect, passive voice, future real conditionals, clauses with although and unless) and apply to individual error analysis activities and editing of student writing.

##### 2. Recommended Objectives

*Upon satisfactory completion of the course (when the related recommended content is covered) the student will be able to:*

- a. Produce and aurally comprehend linked, reduced, and contracted language of structures studied; produce correct intonation in statements and questions.
- b. Use vocabulary, expressions, and language related to dangerous situations, safety and evacuation procedures, workplace safety measures, workers' rights to a safe environment, preventive safety measures at home and work, protective supplies and equipment, wellness and preventive health, medical specialties, medications, risk factors for common illnesses and diseases, first aid, and emergency procedures.

### IV. METHODS OF EVALUATION (TYPICAL)

#### A. FORMATIVE EVALUATION

1. Regular teacher observation of class activities
2. Quizzes and examinations including but not limited to, vocabulary items, student-generated written passages, listening and reading comprehension, error analysis, editing exercises, dictation, sentence transformation, and cloze passages
3. Computer-related tasks
4. Written homework assignments including notes, short responses, and multi-draft compositions
5. Student book and workbook assignments
6. Feedback on performance in oral tasks in areas including but not limited to fluency, physical delivery, content, and organization

## **B. SUMMATIVE EVALUATION**

1. Pre- and post-testing of specified competencies
2. Comprehensive final exam

Note: Although no grade or course credit is granted, the administering of formal assessment serves several important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes and job training programs. 3) It provides a method of accountability for student progress and success.

# ELW - 906: Low Advanced English for Life and Work

## Course Learning Outcomes

*Upon satisfactory completion of this course, the student should be prepared to:*

1. Demonstrate accurate use of low-advanced grammatical structures and vocabulary to meet most needs and demands in a great variety of life and workplace situations.
2. Read, comprehend, interpret, and respond to low-advanced reading passages in authentic documents of varying modes and formats using a wide range of reading skills and strategies.
3. Compose multi-paragraph compositions with topic sentences, effective support of ideas, cohesive devices, academic vocabulary, and accurate use of grammar at a low-advanced level.

Modesto Junior College  
Course Outline of Record

# ELW 910

## I. OVERVIEW

*The following information will appear in the 2020 - 2021 catalog*

### **ELW 910—ENGLISH FOR CITIZENSHIP I**

**0 UNITS**

***Formerly listed as: ELW - 910: English for Citizenship***

***45 Lecture Hours = 45 Total Student Learning Hours***

***Recommended for Success: Before enrolling in this course, students are strongly advised to satisfactorily complete ELW 902.***

This course provides English language instruction in reading, writing, listening, and speaking for the purpose of taking the United States citizenship exam. Language skills are taught around content focused on the history of the United States. This course is designed for students at the higher-elementary (ELW 903) level and above. Course is repeatable. Field trips might be required. (P/NP or SP)

## II. LEARNING CONTEXT

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

### A. COURSE CONTENT

#### 1. Required Content:

I. Civics Test Preparation Content: Coursework is organized around civics topics and information and tasks related to the citizenship process. Lexical and structural knowledge are introduced and developed within these contexts.

#### A. Colonial Period and Independence

1. early America
2. the American revolution
3. the Declaration of Independence
4. the Constitutional Convention
5. George Washington and Benjamin Franklin

#### B. The 1800s

1. the expansion of the United States
2. the Civil War
3. Abraham Lincoln
4. the struggle for equal rights

#### C. Recent American History

1. World Wars I and II
2. 20th century wars
3. the Civil Rights Movement
4. September 11th, 2001

D. Citizenship and Steps to Citizenship- Introduction to the following:

1. eligibility requirements for citizenship
2. application process
3. INS interview process

E. U.S. Geography

1. U.S. states, borders, and territories

II. Language Skills Content: All language skills should be taught in the context of U.S. citizenship topics and test preparation tasks.

A. Listening and Speaking Skills

1. greetings
2. small talk
3. information questions
4. polite language
5. directions
6. basic personal and family information
7. eligibility for citizenship
8. past activities

B. Writing

1. writing of sentences accurately from dictation
2. composition of simple sentences
3. punctuation
4. capitalization
5. completion of accurate information on application forms

C. Reading

1. 300-400 words in length with a 600-800-word vocabulary level
  - a. dialogues
  - b. directions
  - c. maps and charts
  - d. applications
  - e. short articles

## 2. **Recommended Content:**

Recommended course content should be taught in the context of U.S. civics and citizenship process tasks.

- A. Direct and indirect pronouns
- B. Aural comprehension of important contractions and reductions within the context of the content and language studied
- C. Grammar: Introduction and Practice of...
  1. yes/no questions and short answers
  2. wh- questions and responses
  3. tag questions
  4. simple past tense verbs
  5. present perfect
    - a. yes/no questions
    - b. questions with *how long* and *how many*
- D. Pronunciation:
  1. discrimination and production of segmental aspects of American English sound system
  2. basic intonation patterns in questions and statements
  3. grapheme-phoneme correspondence
  4. word stress
  5. -s and -ed endings

## B. **ENROLLMENT RESTRICTIONS**

### 1. **Advisories**

Before enrolling in this course, students are strongly advised to satisfactorily complete ELW 902.

## 2. **Requisite Skills**

*Before entering the course, the student will be able to:*

- A. Read words, sentences, dialogues, paragraphs, and short articles of 200-300 words; understand common lifeskill materials such as schedules, labels, forms, and directions at the elementary level.
- B. Complete a variety of written tasks: write familiar words, expressions, and sentences from memory or dictation using correct spelling, capitalization, and conventions of spacing and punctuation; write original brief paragraphs, short notes, e-mails, and messages following writing models; complete simple application forms accurately and legibly.
- C. Demonstrate accurate use of elementary English grammatical structures and apply to speaking, writing, and editing of work: simple present tense, articles, plurals, possessive adjectives, present continuous for the future (intro with review of present continuous for current actions), prepositions of time and place, count and non-count nouns, simple past (intro), and "should" for advisability.

## C. **HOURS AND UNITS**

0 Units		
INST METHOD	TERM HOURS	UNITS
Lecture	45	
Lab	0	
Discussion	0	
Activity		0

## D. **METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

- 1. Presentation of material in multiple media including computer projection, audio and video, PowerPoint, pictures, and whiteboard
- 2. Instructor-facilitated small group and pair practice with dialogues, discussion, and other speaking activities including role plays, interviews, mini-presentations, and other language improvisation and structured language invention activities
- 3. Instructor-facilitated use and assignment of aural comprehension activities accompanying textbook
- 4. Modeling of and feedback on written practice of words, sentences, and editing activities
- 5. Facilitation of whole group interactive and communicative activities specific for preparation to complete the naturalization process
- 6. Computer-assisted language learning activities
- 7. Field trips to locations in the community related to U.S. history and local government
- 8. Guest speaker presentations

## E. **ASSIGNMENTS (TYPICAL)**

### 1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

*Time spent on coursework in addition to hours of instruction (lecture hours)*

- A. Daily individual, pair, and small group discussion of content topics and vocabulary from readings and speaking and listening practice of interview questions
- B. Daily reading practice with content focused on U.S. government, history, legal system,

naturalization process, geography, culture, and rights and responsibilities of citizenship

1. paragraphs and articles of 300-400 words
  2. forms, applications, maps
- C. Daily writing practice using correct spelling, capitalization, spacing, punctuation, and high-elementary grammar
1. dictations: vocabulary, sentences, and questions related to naturalization exam
  2. error correction based on regular instructor feedback
  3. sentence building and completion
  4. completion of forms and applications related to the naturalization process
- D. Daily comprehension and practice activities from student book and workbook completed in class and as homework
- E. Weekly viewing of model citizenship interviews and completion of interactive online practice activities including grammar, pronunciation, and spoken activities including the creation of student recordings
- F. Three graded oral activities per term to include brief interviews, role-plays, and/or recorded messages related to naturalization content
- G. Multiple-times-per-week quizzes
- H. Weekly tests over course content

## 2. **EVIDENCE OF CRITICAL THINKING**

*Assignments require the appropriate level of critical thinking*

- A. Listen to a recording of a Native American storyteller describing the Iroquois Confederacy and discuss its contributions to the modern U.S. government. Create a Venn Diagram to show the similarities and differences between systems.
- B. Watch specific selections from the biographical movie John Adams to better understand the reasons for and process of gaining independence. Create a compar/contrast chart or graphic organizer that compares independence movement with another independence movement that you know well.
- C. As a group, learn the story of one event from U.S. history which involves a struggle for civil rights (e.g. suffrage movement, Civil Rights Movement, abolition movement, etc). Create a visual or brief presentation showing a timeline of important events and people in this movement. Analyze what future movement leaders could learn from the historical movement you studied. Record yourself on video in Canvas and then send to your instructor for feedback on fluency, grammar, vocabulary, and pronunciation.

## F. **TEXTS AND OTHER READINGS (TYPICAL)**

1. **Book:** Lynn, Sarah, Salas-Isnardi, Federico, & Santos, Gemma (2011). *Future U.S. Citizens Student Book with Active Book* (1st/e). White Plains, New York Pearson.
2. **Book:** Bliss, Bill (2010). *Voices of Freedom* (4th/e). White Plains, New York Pearson.
3. **Other:** For English for Citizenship I, teachers should focus on Units 1-3 and 10 under Civics Test prep

and Units 1-2 in the Speaking Test Prep section.

4. Other: Note: Other materials helpful in teaching content in the N-400 includes the N-400 application, "A Regular Citizenship Interview Based on the N-400" by Jennifer Gagliardi or the USCitizenpod YouTube channel also by Jennifer Gagliardi.
5. Other: Note: Online practice activities are available through Future U.S Citizens. Instructors are highly encouraged to make use of these additional activities as well as provide citizenship materials via an enhancement Canvas shell.
6. Other: Full ISBN for Future US Citizens - 978-0131381667

### III. **DESIRED LEARNING**

#### A. **OBJECTIVES**

##### 1. **Required Objectives**

*Upon satisfactory completion of this course, the student will be able to:*

- a. Use concepts and terms related to the U.S. colonial period, independence, and the events of the 1800s.
- b. Use concepts and terms related to recent American history and current U.S. culture and geography.
- c. Read words, sentences, dialogues, paragraphs, and short articles of 300-400 words encountered in class and related specifically to U.S. civics and the naturalization process; demonstrate ability to understand maps, charts, and forms related to civics topics and the naturalization process.
- d. Complete a variety of written tasks: write words, expression, and sentences from memory or dictation using correct spelling, capitalization, and conventions of spacing and punctuation; complete application forms related to the naturalization process correctly.
- e. Respond orally to interview questions regarding basic personal and family information, eligibility for citizenship, and past activities.

##### 2. **Recommended Objectives**

*Upon satisfactory completion of the course (when the related recommended content is covered) the student will be able to:*

- a. Pronounce English vowel and consonant sounds, -s and -ed endings; use basic intonation patterns in questions and statements; pronounce familiar words and expressions with clarity using correct word stress; comprehend and use common contractions and reductions encountered in grammatical structures and vocabulary related to civics content.
- b. Demonstrate accurate use of higher-elementary grammar structures and apply to speaking and writing: verb tenses, direct and indirect pronouns, and count and non-count nouns.
- c. Demonstrate accurate spelling in writing (grapheme-phoneme correspondence).

### IV. **METHODS OF EVALUATION (TYPICAL)**

#### A. **FORMATIVE EVALUATION**

1. Feedback on simulated interviews to demonstrate understanding of items on the U.S. Naturalization test
2. Regular teacher observation of class activities

3. Online/computer-related tasks
4. Quizzes and examinations including but not limited to sentence dictations, student-generated written work, listening, vocabulary, and reading comprehension activities, editing practice, sentence transformation, and cloze passages
5. Student book and workbook assignments
6. Practice quizzes and/or tests on U.S. history questions, both oral and written, based on naturalization tests

## **B. SUMMATIVE EVALUATION**

1. Examination on U.S. history and geography content covered in the course
2. Oral interview and dictation items simulating the experience of the U.S. Naturalization Test

Note: Although the course is non-credit, the administering of some formal assessment serves several important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit-bearing courses. 3) It provides a method of accountability for student progress and success.

Note on CASAS Testing: For this course, it is required that CASAS pre-tests be administered. Given the multi-level nature of the program, it will be necessary to work with administrative staff to administer the appropriate test based on the individual needs and levels of the students. The pre-test will need to be administered in English for Citizenship I and a post-test in English for Citizenship II.

If an instructor would like to gauge student knowledge of U.S. history and government using a CASAS citizenship pre- and post-test, this can be administered, but the pre-test will need to be started in English for Citizenship I and the post-test administered at the end of English for Citizenship II.

# ELW - 910: English for Citizenship I

## Course Learning Outcomes

*Upon satisfactory completion of this course, the student should be prepared to:*

1. Converse and engage at a functional level adequate for responding to verbal questions related to personal history and general knowledge of U.S. history and geography.
2. Comprehend and report aural and written information demonstrating knowledge of U.S. history, geography, and the citizenship process sufficient to pass the United States Citizenship Exam.
3. Write dictated sentences legibly demonstrating knowledge of sentence structure, grammar, capitalization, and spelling rules at the higher-elementary level.

Modesto Junior College  
Course Outline of Record

# ELW 911

## I. OVERVIEW

*The following information will appear in the 2020 - 2021 catalog*

### ELW 911—ENGLISH FOR CITIZENSHIP II

**0 UNITS**

#### **45 Lecture Hours = 45 Total Student Learning Hours**

**Recommended for Success:** *Before enrolling in this course, students are strongly advised to have already taken ELW 902 and/or place into ELW 903 and/or have the following language skills and abilities: compose sentences and paragraphs and write dictated simple sentences using correct punctuation, capitalization, and word order; choose correct grammatical forms at the upper elementary level and demonstrate usage in writing and speaking; comprehend short dialogues and reading passages, such as those presented in higher-elementary English language textbooks; comprehend spoken English and converse in English on familiar everyday contexts at the higher-elementary level.*

This course provides English language instruction in reading, writing, listening, and speaking for the purpose of taking the United States citizenship exam. Language skills are taught around content-focused on the government of the United States and the naturalization process. This course is designed for students at the higher-elementary (ELW 903) level and above and for those students who have already taken ELW 910 English for Citizenship I. Course is repeatable. Field trips might be required. (P/NP or SP)

## II. LEARNING CONTEXT

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

### A. COURSE CONTENT

#### 1. Required Content:

- A. Civics Test Preparation Content: Coursework is organized around civics topics and information and tasks related to the citizenship process. Lexical and structural knowledge are introduced and developed within these contexts.
  - 1. Principles of American Democracy
    - a. the U.S. Constitution
    - b. the Bill of Rights
  - 2. System of Government
    - a. federal vs. state government
    - b. political parties
    - c. the three branches of government
    - d. the concept of checks and balances
    - e. the roles of President, Vice President, the Cabinet, and Speaker of the House

- f. the U.S. Senate and House of Representatives
  - g. the Judicial Branch
3. Citizenship and Steps to Citizenship
- a. the Oath of Allegiance
  - b. basic constitutional rights
  - c. civic engagement opportunities and responsibilities
  - d. eligibility requirements for citizenship
  - e. application process
  - f. INS interview process
4. U.S. Culture
- a. national holidays
  - b. American symbols
    - i. flag
    - ii. national anthem
    - iii. the Statue of Liberty
- B. Language Skills Content: All language skills should be taught in the context of U.S. citizenship topics and test preparation tasks.
1. Listening and Speaking Skills
- a. Comprehension of:
    - i. short videos on U.S. government topics
    - ii. interviewer questions and requests
  - b. Requests for:
    - i. clarification
    - ii. verification
    - iii. repetition
    - iv. self-correction
    - v. definition

**APPROVED-AWAITING ACTIVATION**

- vi. explanations
- vii. examples
  
- c. Responses to questions on:
  - i. group memberships
  - ii. military, civic, and illegal activities
  - iii. honesty with the government, oath of allegiance, and attachment to the constitution
  
- 2. Continued Review and Progress in Writing from Citizenship I
  - a. writing of sentences accurately from dictation
  - b. construction of simple sentences
  - c. punctuation
  - d. capitalization
  - e. completion of accurate information on application forms
  
- 3. Continued Review and Progress in Reading from Citizenship I
  - a. 350-400 words in length with a 700-word vocabulary level
    - i. dialogues
    - ii. directions
    - iii. maps and charts
    - iv. applications
    - v. short articles

**2. Recommended Content:**

- A. Grammar Review as Needed of Citizenship I Structures
  - 1. yes/no questions and short answers
  - 2. wh- questions and responses
  - 3. tag questions
  - 4. present perfect
  - 5. yes/no questions
  - 6. wh- questions
  - 7. review of verb tenses at the higher-elementary level

- B. Count and non-count nouns
- C. Aural comprehension of contractions and reductions within the context of the content and language studied

## B. ENROLLMENT RESTRICTIONS

### 1. Advisories

Before enrolling in this course, students are strongly advised to have already taken ELW 902 and/or place into ELW 903 and/or have the following language skills and abilities: compose sentences and paragraphs and write dictated simple sentences using correct punctuation, capitalization, and word order; choose correct grammatical forms at the upper elementary level and demonstrate usage in writing and speaking; comprehend short dialogues and reading passages, such as those presented in higher-elementary English language textbooks; comprehend spoken English and converse in English on familiar everyday contexts at the higher-elementary level.

### 2. Requisite Skills

*Before entering the course, the student will be able to:*

- A. Read words, sentences, dialogues, paragraphs, and short articles of 200-300 words; understand common lifeskill materials such as schedules, labels, forms, and directions at the elementary level.
- B. Complete a variety of written tasks: write familiar words, expressions, and sentences from memory or dictation using correct spelling, capitalization, and conventions of spacing and punctuation; write original brief paragraphs, short notes, e-mails, and messages following writing models; complete simple application forms accurately and legibly.
- C. Demonstrate accurate use of elementary English grammatical structures and apply to speaking, writing, and editing of work: simple present tense, articles, plurals, possessive adjectives, present continuous for the future (intro with review of present continuous for current actions), prepositions of time and place, count and non-count nouns, simple past (intro), and "should" for advisability.

## C. HOURS AND UNITS

0 Units		
INST METHOD	TERM HOURS	UNITS
Lecture	45	
Lab	0	
Discussion	0	
Activity		0

## D. METHODS OF INSTRUCTION (TYPICAL)

*Instructors of the course might conduct the course using the following method:*

1. Presentation of material in multiple media including computer projection, audio and video, PowerPoint, pictures, and whiteboard
2. Instructor-facilitated small group and pair practice with dialogues, discussion, and other speaking activities including role plays, interviews, mini-presentations, and other language improvisation and structured language invention activities
3. Instructor-facilitated use and assignment of aural comprehension activities accompanying textbook
4. Modeling of and feedback on written practice of words, sentences, and editing activities

5. Facilitation of whole group interactive and communicative activities specific for preparation to complete the naturalization process
6. Computer-assisted language learning activities
7. Field trips to locations in the community related to U.S. history and local government
8. Guest speaker presentations

## E. **ASSIGNMENTS (TYPICAL)**

### 1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

*Time spent on coursework in addition to hours of instruction (lecture hours)*

- A. Daily individual, pair, and small group discussion of content topics and vocabulary from readings and speaking and listening practice of interview questions
- B. Daily reading practice with content focused on U.S. government, history, legal system, naturalization process, geography, culture, and rights and responsibilities of citizenship, including:
  1. paragraphs and articles
  2. forms, applications, maps
- C. Daily writing practice using correct spelling, capitalization, spacing, punctuation, and high-elementary grammar, including:
  1. dictations: vocabulary, sentences, and questions related to naturalization exam
  2. error correction based on regular instructor feedback
  3. sentence building and completion
  4. completion of forms and applications related to the naturalization process
- D. Daily comprehension and practice activities from student book and workbook completed in class and as homework
- E. Weekly viewing of model citizenship interviews and completion of interactive online practice activities including grammar, pronunciation, and spoken activities including the creation of student recordings
- F. One-two graded oral activities per term to include brief interviews, role-plays, and/or recorded messages related to naturalization content
- G. Multiple-times-per-week quizzes
- H. Weekly tests over course content

### 2. **EVIDENCE OF CRITICAL THINKING**

*Assignments require the appropriate level of critical thinking*

- A. Work in groups to review the descriptions of the Cabinet offices described in the article that you read for homework on page 81 in your book. Create a chart that organizes the information from that article in a new way and make a list of the different ways the various cabinet position responsibilities and services affect you and your community. Be prepared to present your chart to another group.

- B. After reading the article on the three branches of American government, summarize the work of each branch and the system of checks and balances with a partner. Do you think the system is working? Why or why not? Give examples. Then go to the course website for this unit. Listen to the four naturalization interview questions related to the branches of government. Respond to each question orally and record your answer. Send your responses to your instructor for feedback on fluency, grammar, vocabulary, and pronunciation.

## F. TEXTS AND OTHER READINGS (TYPICAL)

1. **Book:** Bill Bliss (2010). *Voices of Freedom* (4th/e). New York Pearson.
2. **Book:** Sarah Lynn, Federico Salas-Isnardi, & Gemma Santos (2011). *Future U.S. Citizens* (1st/e). New York Pearson.
3. **Other:** Note: online practice activities are available through Future U.S. Citizens. Instructors are highly encouraged to make use of these additional activities as well as provide open education resource citizenship materials via an enhancement Canvas shell.
4. **Other:** Note: For English for Citizenship II, the instructor will need to utilize Units 4-9 and 11-12 in the Civic Test Prep section and Units 3-4 in the Speaking Test Prep section.
5. **Other:** Note: Other materials helpful in teaching content in the N-400 includes the N-400 application, "A Regular Citizenship Interview Based on the N-400" by Jennifer Gagliardi or the USCitizenpod YouTube channel also by Jennifer Gagliardi.

## III. DESIRED LEARNING

### A. OBJECTIVES

#### 1. Required Objectives

*Upon satisfactory completion of this course, the student will be able to:*

- a. Use concepts and terms related to principles of American democracy and system of government.
- b. Use concepts and terms related to the citizenship process and the rights and responsibilities of citizenship.
- c. Read words, sentences, dialogues, paragraphs, and short articles of 350-400 words encountered in class and related specifically to U.S. civics, system of government, and the naturalization process; demonstrate ability to understand forms related to civics topics and the naturalization process.
- d. Complete a variety of written tasks: write words, expression, and sentences from memory or dictation using correct spelling, capitalization, and conventions of spacing and punctuation; complete application forms related to the naturalization process correctly.
- e. Use concepts and terms related to American culture including national holidays, American symbols, the flag, national anthem, and the Statue of Liberty.
- f. Respond orally to interview questions regarding group memberships, military, civic, and illegal activities, honesty with the government, as well as the oath of allegiance and attachment to the constitution.

#### 2. Recommended Objectives

*Upon satisfactory completion of the course (when the related recommended content is covered) the student will be able to:*

- a. Demonstrate accurate use of higher-elementary grammar structures and apply to speaking and writing: verb tenses and count/non-count nouns.

- b. Comprehend and use common contractions and reductions encountered in grammatical structures and vocabulary related to civics content.

## **IV. METHODS OF EVALUATION (TYPICAL)**

### **A. FORMATIVE EVALUATION**

1. Feedback on simulated interviews to demonstrate understanding of items on the U.S. Naturalization test
2. Regular teacher observation of class activities
3. Online/computer-related tasks
4. Quizzes and examinations including but not limited to sentence dictations, student-generated written work, listening, vocabulary, and reading comprehension activities, editing practice, sentence transformation, and cloze passages
5. Student book and workbook assignments
6. Practice quizzes and/or tests on U.S. government questions, both oral and written, based on naturalization tests

### **B. SUMMATIVE EVALUATION**

1. Comprehensive final examination on U.S governmental structure and citizen rights and responsibilities
2. Final oral interview and dictation items simulating the experience of the U.S. Naturalization Test

Note: Although the course is non-credit, the administering of formal assessment serves several important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit-bearing courses. 3) It provides a method of accountability for student progress and success.

Note on CASAS Testing: For this course, it is required that CASAS pre- and post-reading tests be administered. Given the multi-level nature of the program, it will be necessary to work with administrative staff to administer the appropriate test based on the individual needs and levels of the students. The pre-test will need to be administered in English for Citizenship I and a post-test in English for Citizenship II.

If an instructor would like to gauge student knowledge of U.S. history and government using a CASAS citizenship pre- and post-test, this can be administered, but the pre-test will need to have been started in English for Citizenship I and the post-test administered at the end of English for Citizenship II.

# ELW - 911: English for Citizenship II

## Course Learning Outcomes

*Upon satisfactory completion of this course, the student should be prepared to:*

1. Converse and engage at a functional level adequate for responding to verbal questions related to personal history, U.S. culture, and general knowledge of U.S. governmental structure.
2. Comprehend and report aural and written information demonstrating knowledge of the citizenship process, the rights and responsibilities of U.S. citizens, U.S. culture, and governmental structure sufficient to pass the United States Citizenship Exam.
3. Write dictated sentences legibly demonstrating knowledge of sentence structure, grammar, capitalization, and spelling rules at the higher-elementary level.

Modesto Junior College  
Course Outline of Record

# ENGL 45

## I. OVERVIEW

*The following information will appear in the 2017 - 2018 catalog*

### ENGL 45—ACCELERATED READING, WRITING, AND REASONING

**6 UNITS**

**108 Lecture Hours , 216 Outside-of-Class Hours = 324 Total Student Learning Hours**

This is an accelerated composition class that takes the place of the English 49 and English 50 two course sequence. It focuses on the college level reading, writing, and critical thinking skills students will need for English 101 with more structure, time, tutoring, and support. Students will learn to critically read and engage in text-based writing with academic texts. Field trips are not required. Not repeatable. (A-F or P/NP)

## II. LEARNING CONTEXT

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

### A. COURSE CONTENT

#### 1. Required Content:

##### A. Critical Reading Skills:

1. Recognize and evaluate an author's strategies for developing and supporting a claim and/or extended argument
2. Recognize and articulate the difference between an author's main idea and support
3. Recognize the organizational strategies used by an author to convey a point
4. Develop a critical eye for identifying a writer's tone, audience, purpose, and point of view
5. Identify strategies for approaching challenging texts
  - a. previewing
  - b. annotating
  - c. note taking
  - d. reviewing
  - e. metacognition
6. Distinguish fact from opinion and literal versus inferential meanings in a text
7. Synthesis of multiple college-level readings and application of these concepts to personal experience, current events, and/or other disciplines
8. Strategies for analyzing and synthesizing a book length text

## B. Critical Writing Skills:

1. Understanding the basics of good writing skills
  - a. awareness of audience, tone, purpose, and effective support
  - b. effective paragraph structure and development
  - c. creating coherence within and between paragraphs
  - d. understand significance of writing as a process, peer review, revision, and editing in order to achieve unity and readability
  - e. identify and adhere to conventions of standard English
2. Constructing effective essays
  - a. understand role of thesis and/or main idea
  - b. strategies for effective introductions and conclusions
  - c. strategies for generating ideas
  - d. strategies for supporting their ideas in response to texts
3. Incorporating multiple sources
  - a. choosing relevant and useful ideas from sources and applying them effectively to develop or support their own argument
  - b. distinguishing between their ideas and the ideas of others
  - c. using MLA format and documentation for citing sources accurately and correctly in-text and for a works cited page
  - d. understanding differences between summary, paraphrase, and direct quotes and when and how to use them effectively
  - e. avoiding plagiarism

## C. Student Success Skills

1. Acknowledge the complexities of academic reading and writing tasks and foster growth mindset in response to these challenges
2. Acknowledge and understand academic policies and procedures to promote student responsibility
3. Prepare for the rigor of academic texts
4. Recognize the value of and utilize student support services
  - a. Library and Learning Center
  - b. Tutoring

- c. Teacher Office Hours
  - d. Disability Center and Testing
  - e. Counselors and Success Specialists
  - f. Computer Labs
  - g. Online Learning Platforms
  - h. Supplemental Instruction or Embedded Tutors, if offered
5. Adopt behavioral strategies for student success in a college-level course
- a. develop peer support networks
  - b. participate in peer study groups and/or mentoring
  - c. recognize the need for collaboration to accomplish challenging college level tasks
  - d. manage time wisely to complete homework
  - e. understand the importance of attendance for academic success
6. Develop metacognition about academic challenges
- a. engage with faculty to determine need for remediation
  - b. respond to interventions appropriately
  - c. develop awareness of the learning process to promote self-intervention

**B. HOURS AND UNITS**

6 Units		
INST METHOD	TERM HOURS	UNITS
Lecture	108	6.00
Lab	0	0
Discussion	0	0
Activity		0

**C. METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

1. Provide sophisticated readings on relevant topics
2. Model reading strategies, such as "think aloud" and annotations
3. Lecture and lead class discussion
4. Direct small group discussions and activities
5. Oversee peer review workshops
6. Model effective writing strategies and techniques
7. Provide step-by-step guided practice on a variety of assignments

8. Facilitate discussion on the requirements and expectations of assignments, essay prompts, rubrics, etc.
9. Instructor/student conferences, face-to-face or online
10. Create a learning environment that empowers students and builds their confidence and motivation
11. Communicate actively and intrusively with students in person or electronically
12. Provide online videos and tutorials
13. Present relevant movie clips and/or you tube videos
14. Utilize embedded counselor and librarian

#### **D. ASSIGNMENTS (TYPICAL)**

##### **1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

*Time spent on coursework in addition to hours of instruction (lecture hours)*

- A. Weekly reading assignments
- B. Weekly preparation for quizzes and exams
- C. A minimum of 6000 words of edited composition writing
- D. Multiple drafts for essays per term
- E. Weekly journal entries

##### **2. EVIDENCE OF CRITICAL THINKING**

*Assignments require the appropriate level of critical thinking*

- A. Out-of-class Essay: In a well-supported, well-organized, thesis driven essay argue whether Angie Bachmann, whose story is described in Chapter 9 "The Neurology of Free Will: Are We Responsible for Our Habits" in *The Power of Habit*, should be held accountable for her gambling debts absed on what you know about addictions from "Rat Pack: The Radical Addiction Experiment" by Lauren Slayter and habits from *The Power of Habit* by Charles Duhigg.
- B. In-class Essay: Choose one of the main traits or concepts which impact student motivation from "The Significance of Grit" by Deborah Perkins-Gough and Angela Duckworth, "Brainology: Transforming Students' Motivation to Learn" by Carol Dweck, or "I Just Wanna Be Average" by Mike Rose. In a thesis driven essay, explain how this trait or concept has impacted your motivation as a student using at least two specific, detailed incidents from your educational history and evidence from the text as support.

#### **E. TEXTS AND OTHER READINGS (TYPICAL)**

1. **Book:** Laurie Kirszner and Stephen Mandell (2013). *Focus on Writing: Paragraphs and Essays* (3rd/e). Boston Bedford/St Martin's.
2. **Book:** Wes Moore (2011). *The Other Wes Moore: One Name, Two Fates* (Reprint ed/e). Spiegel and Grau.
3. **Book:** Joyce Cain (2012). *Grammar for Writing* (2nd/e). Pearson.
4. **Book:** Susan Anker (2015). *Real Essays with Readings* (5th/e). Boston Bedford/St Martin's.
5. **Book:** Rebecca Cox (2011). *The College Fear Factor: How Students and Professors Misunderstand One Another* Harvard UP.

6. **Book:** Rick Rivera (1995). *The Fabricated Mexican Arte* Publico Press.
7. **Book:** Daniel Chacon (2005). *And the Shadows Took Him* Washington Square Press.

### III. DESIRED LEARNING

#### A. OBJECTIVES

##### 1. Required Objectives

*Upon satisfactory completion of this course, the student will be able to:*

- a. Articulate the main idea and supporting elements from a reading selection.
- b. Read critically to identify the writer's purpose, point of view, organizational structures, manner of presentation, and other techniques used to construct an effective piece of writing.
- c. Experiment with prewriting and other invention strategies as vehicles for thesis and essay development.
- d. In response to a written text, propose and develop a thesis, and support that thesis with appropriate details and examples, including support from primary and secondary sources.
- e. Integrate outside sources into their writing effectively, using MLA documentation for paraphrase, summary, and word-for-word quotes.
- f. Write fully developed essays that provide coherence among and within paragraphs and use logical transitions in order to achieve unity and coherence.
- g. Revise for coherence, unity, content, and audience impact based on grading rubric and various forms of criticism, including instructor feedback, peer feedback, and self-evaluation with a view toward improving the effectiveness of the writing.
- h. Recognize and use editing skills according to the characteristics of Standard Written English, including using a variety of sentence structures, maintaining sentence boundaries, and using appropriate diction.

### IV. METHODS OF EVALUATION (TYPICAL)

#### A. FORMATIVE EVALUATION

1. Summaries and journal entries on assigned readings
2. Out-of-class essays
3. In-class essay midterm
4. Quizzes
5. Group work and class participation

#### B. SUMMATIVE EVALUATION

1. In-class essay final
2. Course Portfolio



# ENGL - 45: Accelerated Reading, Writing, and Reasoning

## Course Learning Outcomes

*Upon satisfactory completion of this course, the student should be prepared to:*

1. Write thesis-driven essays that synthesize ideas from outside sources while demonstrating awareness of development, coherence, unity, audience, and Standard Written English.
2. Summarize the main and supporting elements of a reading selection.
3. Revise to improve the effectiveness of an argument, organization and development of ideas, language use, and sentence clarity and correctness.

Modesto Junior College  
Course Outline of Record  
**ENGL 100**

## **I. OVERVIEW**

*The following information will appear in the 2020 - 2021 catalog*

### **ENGL 100—INTENSIVE READING, WRITING, AND REASONING**

**5 UNITS**

**90 Lecture Hours , 180 Outside-of-Class Hours = 270 Total Student Learning Hours**

**Prerequisite:** Satisfactory completion of ENGL 45 or qualification by the MJC assessment process.

An alternative to ENGL 101 that provides additional instructional development of reading, writing, and critical thinking skills necessary to demonstrate competency in college-level composition. Provides a highly structured, intensive, and supportive learning framework with a focus on academic texts and the use of a variety of sources to write a college-level research paper. Includes an 8,000 word writing requirement, at least 6,000 of which must be in essays with a developed thesis. 2,000-3,000 of the 8,000 must be research-based writing with proper MLA formatting and documentation. Field trips might be required. Not repeatable. (A-F Only) **Transfer:** (CSU, UC) (C-ID: ENGL 100) **General Education:** (MJC-GE: D1 ) (CSU-GE: A2 ) (IGETC: 1A )

## **II. LEARNING CONTEXT**

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

### **A. COURSE CONTENT**

#### **1. Required Content:**

##### **A. Critical Thinking and Reading**

1. Identify thesis, main idea, or unifying theme of a reading selection.
2. Identify rhetorical strategies (e.g., modes of discourse), comment on the effect of one strategy on another in mixed discourse (e.g., the importance of exposition in furthering argument, the effect of description on narration), and identify rhetorical context (e.g., social, historical, cultural, and political).
3. Distinguish subordinate or supporting ideas and information from main ideas and distinguish between students' own thoughts and opinions and those of the writer.
4. Draw inferences and making judgments about a writer's thought and attitude, recognize tone of writing and effect of tone in fulfilling the purpose of the writing.
5. Identify techniques by which writers fulfill their purposes in various modes of discourse, such as:
  - a. Organizing principles in description
  - b. Transitional devices in exposition
  - c. Arrangement of main points in argument
  - d. Effective diction in narration

6. Identify strategies for approaching academic texts, especially challenging book-length texts:

- a. Previewing
- b. Annotating
- c. Note taking
- d. Reviewing
- e. Metacognition

B. Critical Thinking and Writing

1. Writing Component:

- a. Define needs of audience for background and information and adapt the writing to satisfy the needs and expectations of different audiences.
- b. Limit topic or scope to what can be managed effectively in a given piece of writing.
- c. Establish an explicit or implicit thesis through a unifying theme or controlling idea.
- d. Use principles of organization effectively.
- e. Develop ideas through the use of evidence, example, explanation, analysis, and/or detail.
- f. Support ideas with a variety of sources (e.g., cited references, personal experience, observation, etc.) that best fulfill the purpose of the writing.
- g. Adapt rhetorical strategies to the requirements of the writing situation (e.g., in-class writing, research writing, reflective writing).
- h. Examine and analyze students' own writing and that of other students to improve the effectiveness of the writing.
- i. Revise to improve organization, coherence, focus, and development.
- j. Improve grammar, punctuation, and diction as necessary.

2. Research Competency Component:

- a. State and narrow a research question, problem, or issue.
- b. Create topics from and in conversation with course readings and themes.
- c. Distinguish between primary and secondary sources.
- d. Determine authority, bias, credibility, and relevance of sources (electronic and print).
- e. Integrate effectively a variety of sources (e.g., popular, scholarly, government publications, technical, etc.) through summary, paraphrase, and quotation analysis.
- f. Use established MLA conventions for in-text citations and the Works Cited page.

3. Revise and edit techniques and practices:

**APPROVED-AWAITING ACTIVATION**

- a. Peer review of written work.
  - b. Self-evaluation of written work.
  - c. Rewriting and editing final draft.
4. Student Success Skills:
- a. Acknowledge the complexities of academic reading and writing tasks and foster growth mindset in response to these challenges.
  - b. Acknowledge and understand academic policies and procedures to promote student responsibility.
  - c. Prepare for the rigor of academic texts.
  - d. Recognize the value of and utilize student support services:
    - i. Library and Learning Center
    - ii. Teacher Office Hours
    - iii. Disability Center and Testing
    - iv. Counselors and Success Specialists
    - v. Computer Labs
    - vi. Online Learning Platforms
    - vii. Supplemental Instruction
  - e. Adopt behavioral strategies for student success in a college-level course:
    - i. Develop peer support networks.
    - ii. Participate in peer study groups and/or mentoring.
    - iii. Collaborate to accomplish challenging college-level tasks.
    - iv. Manage time wisely to complete homework.
    - v. Understand the importance of attendance for academic success.
  - f. Develop metacognition about academic challenges:
    - i. Engage with faculty to determine need for remediation.
    - ii. Respond to interventions appropriately.
    - iii. Develop awareness of the learning process to promote self-intervention.

**B. ENROLLMENT RESTRICTIONS**

**1. Prerequisites**

Satisfactory completion of ENGL 45 or qualification by the MJC assessment process.

**2. Requisite Skills**

*Before entering the course, the student will be able to:*

- A. Read critically to identify the writer's purpose, point of view, organizational structures, manner of presentation, and other techniques used to construct an effective piece of writing.
- B. In response to a written text, propose and develop a thesis, and support that thesis with appropriate details and examples, including support from primary and secondary sources.
- C. Integrate outside sources into their writing effectively, using MLA documentation for paraphrase, summary, and word-for-word quotes.
- D. Write fully developed essays that provide coherence among and within paragraphs and use logical transitions in order to achieve unity and coherence.
- E. Revise for coherence, unity, content, and audience impact based on grading rubric and various forms of criticism, including instructor feedback, peer feedback, and self-evaluation with a view toward improving the effectiveness of the writing.

**C. HOURS AND UNITS**

5 Units		
INST METHOD	TERM HOURS	UNITS
Lecture	90	5.00
Lab	0	0
Discussion	0	0
Activity	0	0

**D. METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

- 1. Provide sophisticated readings on relevant topics.
- 2. Lead class discussion, e.g., class analysis of a reading selection, discussion of examples of student writing, or discussion of ideas for and approaches to an upcoming writing assignment.
- 3. Facilitate discussion of the requirements and expectations of assignments, essay prompts, and rubrics.
- 4. Oversee peer review workshops of written work.
- 5. Hold individual and/or small group writing conferences.
- 6. Model reading strategies, such as "think aloud" and annotations.
- 7. Lecture.
- 8. Direct small-group discussions and activities.
- 9. Provide step-by-step guidance on a variety of assignments.
- 10. Assign possible field trips.

**E. ASSIGNMENTS (TYPICAL)**

**1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

*Time spent on coursework in addition to hours of instruction (lecture hours)*

**APPROVED-AWAITING ACTIVATION**

- A. This course requires a minimum of 8,000 words of edited formal writing. At least 6,000 of the required words must be in academic papers in which a thesis is developed. The course also requires 2,000 - 3,000 of those words to be research-driven writing. Students are typically assigned between five and seven papers per term, and they typically take each assigned paper through two or three drafts before turning a final draft in for grading.
- B. Students are typically assigned between 25 and 75 pages of reading per week, and they often write informal responses or journal entries on the reading assignments.

**2. EVIDENCE OF CRITICAL THINKING**

*Assignments require the appropriate level of critical thinking*

A. Out-of-Class Essay:

1. Write a 2000-2500 word thesis-driven essay that engages with Colson Whitehead's *Zone Out* and James Kunstler's "The Long Emergency." Your essay must significantly incorporate 5-7 sources. For your essay, I would like you to study the plot and character development in *Zone One* to develop an alternate point of view to Kunstler's "Jiminy Cricket syndrome." According to the events in the novel, how should humans approach global catastrophe, and how can this viewpoint be applied to better understand the very real environmental catastrophes that we are currently facing in the 21st century?
2. Write a 2500-3000 word thesis-driven essay that examines a graphic novel we have read in class. Your essay needs to incorporate 5-7 outside sources. Your essay needs to examine **one** of the following topics: 1) Trace a theme over a sub-genre of a graphic novel, 2) Analyze gender, race, sexuality, or class in a graphic novel, or 3) Analyze the relationship between words and images in a graphic novel.

B. In-Class Essay:

1. Write a clear, organized, well-supported essay in response to the following questions: Bernard Condon and Paul Wiseman's article "Recession, Tech Kill Middle-Class Jobs" presents a fairly grim picture of our job market, but Michio Kaku emphasizes that, even though we have certain challenges, America still has valuable opportunities and reasons to be optimistic about the future. Why? What do you think? In other words, what are the main points behind each of these arguments, and where do you stand in relation to these arguments?

**F. TEXTS AND OTHER READINGS (TYPICAL)**

1. **Book:** Gerald Graff and Cathy Birkenstein (2018). *They Say / I Say: The Moves that Matter in Academic Writing* (4/e). Norton.
2. **Book:** Brian Stevenson (2015). *Just Mercy: A Story of Justice and Redemption* Spiegel and Grau.
3. **Book:** Anne Fadiman (2012). *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures* Farrar, Straus, and Giroux.
4. **Book:** Ta-Nehisi Coates (2015). *Between the World and Me* Spiegel and Grau.
5. **Book:** Ruben Martinez (2013). *Crossing Over: A Mexican Family on the Migrant Trail* Picador.
6. **Book:** John Steinbeck (2002). *The Grapes of Wrath* (Centennial/e). Penguin.

**APPROVED-AWAITING ACTIVATION**

7. **Book:** Jhumpa Lahiri (1999). *Interpreter of Maladies* Mariner Books.
8. **Book:** Mary Shelley (2015). *Frankenstein* CreateSpace Independent Publishing Platform.
9. **Book:** Ralph Ellison (1995). *The Invisible Man (2/e)*. Vintage.
10. Other: Purdue OWL (Purdue University Online Writing Lab)
11. Other: They Say/I Blog: Join the Conversation (<http://www.theysayiblog.com/>)
12. Other: Strategies for Successful Writing

### **III. DESIRED LEARNING**

#### **A. OBJECTIVES**

##### **1. Required Objectives**

*Upon satisfactory completion of this course, the student will be able to:*

- a. Apply critical reading skills to the analysis of expository college-level texts from diverse cultural sources and perspectives.
- b. Apply critical writing skills in the written analysis of college-level texts from diverse cultural sources and perspectives.
- c. Apply general critical thinking skills in analytical discourse.
- d. Apply information literacy skills to college-level academic research.
- e. Write papers that show evidence of drafting, revising, and editing to reflect an academic style and tone.
- f. Use scholarly sources in a legitimate way, A) summarizing and paraphrasing source material, B) synthesizing multiple sources, C) integrating source ideas with his or her own ideas, and D) avoiding plagiarism by document sources according to MLA conventions.
- g. Evaluate and articulate the credibility of print and online sources.
- h. Write papers that are correctly formatted according to MLA conventions.

### **IV. METHODS OF EVALUATION (TYPICAL)**

#### **A. FORMATIVE EVALUATION**

1. In-class essays
2. 2,000 - 3,000 words of research-based writing using current MLA conventions of documentation (required)
3. Quizzes and/or examinations
4. Multiple drafts of out-of-class essay assignments
5. Participation in class discussion and group work

#### **B. SUMMATIVE EVALUATION**

1. In-class final essay exam (required)

**APPROVED-AWAITING ACTIVATION**

## 2. Portfolios (optional)

# ENGL - 100: Intensive Reading, Writing, and Reasoning

## Course Learning Outcomes

*Upon satisfactory completion of this course, the student should be prepared to:*

1. Critically analyze readings.
2. Select credible sources.
3. Legitimately use scholarly sources by A) summarizing, paraphrasing, quoting, and documenting according to MLA conventions, B) integrating source ideas with their own ideas, and C) avoiding plagiarism.
4. Demonstrate competent control over written language, academic form, style, and tone.

Modesto Junior College  
Course Outline of Record  
**ENGL 105**

## **I. OVERVIEW**

*The following information will appear in the 2020 - 2021 catalog*

### **ENGL 105—CREATIVE WRITING: POETRY**

**3 UNITS**

**54 Lecture Hours , 108 Outside-of-Class Hours = 162 Total Student Learning Hours**  
**Prerequisite:** Satisfactory completion of ENGL 100 or ENGL 101.

Instruction and practice in reading and analyzing great works of poetry (contemporary and classical) in order for students to learn to read as writers and develop the creative writing skills necessary to compose their own original works of poetry. Field trips are not required. Not repeatable. (A-F or P/NP) **Transfer:** (CSU, UC) **General Education:** (MJC-GE: C ) (CSU-GE: C2 )

## **II. LEARNING CONTEXT**

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

### **A. COURSE CONTENT**

#### **1. Required Content:**

- A. Analysis of exemplary works of poetry, including
  - 1. Historical masters of poetry
  - 2. Contemporary masters of poetry
  
- B. Analysis of literary and rhetorical devices relevant to writing poetry
  - 1. Style, Voice, and Tone
  - 2. Meter and Rhyme
  - 3. Imagery
  - 4. Figurative language
  - 5. Diction
  
- C. Poetry-writing techniques, application of key principles
  - 1. Writing a variety of poetic forms
    - a. Ballad
    - b. Sonnet
    - c. Lyric
    - d. Narrative

2. Using poetic devices

- a. Alliteration
- b. Assonance/Consonance
- c. Synecdoche
- d. Allusion
- e. Metaphor
- f. Simile
- g. Irony
- h. Symbolism
- i. Hyperbole
- j. Understatement
- k. Others

2. **Recommended Content:**

- A. Read and explore as writers major contemporary poets and poems
- B. Read and explore as writers the field of poetry publication, online and in-print journals
- C. Read and explore as writers the field of performance poetry

**B. ENROLLMENT RESTRICTIONS**

1. **Prerequisites**

Satisfactory completion of ENGL 100 or ENGL 101.

2. **Requisite Skills**

*Before entering the course, the student will be able to:*

- A. Read actively and analyze reading selections in directed class discussion or in written analysis.
- B. Write compositions as assigned employing mastery of the following skills: a. understanding rhetoric and organization, b. composing clear conventional sentences, c. selecting appropriate language.
- C. Rewrite effectively by examining and analyzing their own writing or that of another student, proofreading well, and revising and rethinking writing drafts.

**C. HOURS AND UNITS**

3 Units		
INST METHOD	TERM HOURS	UNITS
Lecture	54	3.00

**APPROVED-AWAITING ACTIVATION**

<b>Lab</b>	0	0
<b>Discussion</b>	0	0
<b>Activity</b>	0	0

**D. METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

1. Demonstrate close reading skills and critical reading analysis of classic and contemporary poetry as well as the craft of writing poetry.
2. Direct class discussion (e.g. class analysis of reading selections and models of poetry).
3. Direct the writing of original poetry.
4. Direct class discussion of student work.
5. Provide evaluative feedback on student poems.
6. Lecture on classic and contemporary poetry, periods, movements, forms, techniques, style, content, and writing about works of poetry.
7. Present audio recording, video presentation, or films.

**E. ASSIGNMENTS (TYPICAL)**

**1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

*Time spent on coursework in addition to hours of instruction (lecture hours)*

Students typically will be assigned

- A. Monthly out-of-class writing assignments, which includes a minimum of two out-of-class essays, such as a review of a poetry reading, an analysis of a poet's collection of work, a comparison of content within dissimilar poetry journals, or an analysis of assigned poems
- B. Weekly out-of-class creative writing assignments, which could include writing a poem per week, each of which will typically be taken through at least one draft during in-class workshops with their peers and the instructor, and then students will revise their work for inclusion in a year-end portfolio
- C. Weekly reading assignments of primary literature, as well as supplementary reading in writing craft and literary criticism
- D. Daily participation in writing workshops during class meetings
- E. Daily participation in in-class writing tasks focused on writing skills and techniques identified in weekly readings

**2. EVIDENCE OF CRITICAL THINKING**

*Assignments require the appropriate level of critical thinking*

- A. Examples of typical assignments that develop and demonstrate critical thinking skills:
  1. Weekly reading responses that analyze exemplary works of poetry
  2. Daily reviews of published poems, classical and contemporary, wherein students discuss the effectiveness or ineffectiveness of a published writer's craft
  3. Daily editing workshops wherein students critique each other's poems with an eye toward improvement
  4. Revision of students' original works throughout the semester with the goal of improving each

poem's overall effectiveness.

B. Examples of activities and essay prompts to guide students' critical thinking about writing poetry:

1. *Out-of-Class Essay Prompt:* Write an essay that analyzes one contemporary poet and one collection of his or her poetry. Discuss literary elements and devices used within the poet's work, include a brief biography, at least one book review, and one scholarly journal article. Please organize your essay by specific topics, focusing on the poets' craft, and not simply by the poems you have selected. Please proofread, format your paper using MLA guidelines, and avoid plagiarism.
2. *Out-of-Class Poetry Writing Prompt:* Villanelle and Sestina: This week you read several formal poems. Look back on the poems you connected with the most and create your own Sestina or Villanelle. You must select one of these poetic forms to write a poem for workshop submission.
3. *In-Class Poetry Writing Prompt:* Recall a moment in your childhood when you did something dangerous or daring. Make a list of specific details using concrete language and all five senses. We will share your draft and begin to create whole poems from your flurry of sensory images.
4. *In-Class Poetry Workshop Prompt:* Comb over this student's original poem and make any necessary edits or cuts to create more succinctness and fluidity. After editing for precision and effective language, comb over it once more for poetic elements like imagery, sound, and figurative language. In what ways can this poem be improved? In what ways is it already successful? Be specific in your commentary and be prepared to share your comments with the class and with the original author.

F. TEXTS AND OTHER READINGS (TYPICAL)

1. **Book:** Meyer, M. (2012). *Poetry: An Introduction* (7th/e). Boston, MA Bedford/St. Martin's.
2. **Book:** Kim Addonizio and Dorianne Laux (1997). *The Poet's Companion: A Guide to the Pleasures of Writing Poetry* (1st/e). Norton.
3. **Book:** Gregory Orr (2018). *A Primer for Poets & Readers of Poetry* (1st/e). New York Norton.
4. **Book:** Dana Gioia (2004). *100 Great Poets of the English Language* Pearson Longman.
5. **Other:** Poetry 180: A Turning Back to Poetry by Billy Collins, Ed. Random House Trade Paperbacks (March 25, 2003.)
6. **Other:** REPRESENTATIVE READINGS:  
The Book of Forms by Lewis Turco, Revised and Expanded Edition, 2012  
The Best American Poetry 2019, edited by David Lehman and Major Jackson, 2019  
The Penguin Anthology of Twentieth-Century American Poetry by Rita Dove (Editor), 2013  
A Primer for Poets and Readers of Poetry by Gregory Orr (Author), 2018  
Thinking and Writing about Poetry by Michael Meyer, 2015
7. **Other:** REPRESENTATIVE READINGS (CLASSIC AND CONTEMPORARY POETS):  
Edgar Lee Masters  
Robert Frost  
Amy Lowell  
Gertrude Stein  
Carl Sandburg  
Wallace Stevens  
Ezra Pound  
Robinson Jeffers  
Marianne Moore  
T.S. Eliot  
Edna St. Vincent Millay

**APPROVED-AWAITING ACTIVATION**

Langston Hughes  
Stanley Kunitz  
W.H. Auden  
Theodore Roethke  
Elizabeth Bishop  
Randall Jarrell  
Gwendolyn Brooks  
Richard Wilbur  
Robery Bly  
Robert Creeley  
Galway Kinnell  
M.S. Merwin  
Philip Levine  
Anne Sexton  
Adrienne Rich  
Amiri Baraka  
Mary Oliver  
Lucille Clifton  
Charles Simic  
Stephen Dunn  
Robert Hass  
Sharon Olds  
Toi Derricotte  
Ada Limon  
Namoi Shihab Nye  
Kim Addonizio  
Billy Collins  
Dorianne Laux  
Terrance Hayes  
Amy Gerstler  
Juan Felipe Herrera  
Jeffrey McDaniel  
Tracy K. Smith  
Ocean Vuong  
Kevin Young  
Natasha Trethewey

### III. **DESIRED LEARNING**

#### A. **OBJECTIVES**

##### 1. **Required Objectives**

*Upon satisfactory completion of this course, the student will be able to:*

- a. Analyze and criticize their own work and the work of others objectively and constructively.
- b. Identify in assigned readings common poetic techniques, such as rhythmic patterns, alliteration, assonance, imagery, figurative language, and figures of speech.
- c. Identify in assigned readings common verse forms, meters, and rhythms.
- d. Identify in assigned readings and in their own work a wide range of poetic devices.
- e. Identify and comment on the potentialities and limitations inherent in the various forms of verse.
- f. Read actively and critically with recognition, evaluating and commenting on what constitutes effective poetry.
- g. Read critically their own work and professional writing that cover a broad range of multicultural experiences.
- h. Identify in assigned readings the effects of voice and tone.

- i. Identify in assigned readings the effects of diction and concision.

#### **IV. METHODS OF EVALUATION (TYPICAL)**

##### **A. FORMATIVE EVALUATION**

1. Written responses to assigned readings
2. Annotated and written responses to peers' writing
3. Participation in editing workshops and class discussion, focusing on students' writing craft and techniques
4. Essays that focus on the evaluation of writing by contemporary poets
5. Reading Quizzes
6. Oral presentations of students' poetry
7. Drafts of original poems
8. Short written reviews that focus on craft, technique, and stylistic choices made by great poets

##### **B. SUMMATIVE EVALUATION**

1. Portfolio with completed poems and revisions in order to demonstrate effective application of the techniques and principles presented in class
2. Final essay to demonstrate the clarity and soundness of their critical reading and analyses of works of poetry

# ENGL - 105: Creative Writing: Poetry

## Course Learning Outcomes

*Upon satisfactory completion of this course, the student should be prepared to:*

1. Create successful poetry.
2. Evaluate and analyze classic and contemporary poetry.

Modesto Junior College  
Course Outline of Record  
**ENGL 106**

## **I. OVERVIEW**

*The following information will appear in the 2020 - 2021 catalog*

### **ENGL 106—CREATIVE WRITING: SHORT FICTION**

**3 UNITS**

**54 Lecture Hours , 108 Outside-of-Class Hours = 162 Total Student Learning Hours**  
**Prerequisite:** Satisfactory completion of ENGL 100 or ENGL 101.

Instruction and practice in reading and writing shorter forms of fiction, with emphasis on analyzing texts and "reading as a writer." Field trips might be required. Not repeatable. (A-F or P/NP) **Transfer:** (CSU, UC) **General Education:** (MJC-GE: C ) (CSU-GE: C2 )

## **II. LEARNING CONTEXT**

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

### **A. COURSE CONTENT**

#### **1. Required Content:**

- A. Elements of fiction
  - 1. setting
  - 2. plot: conflict, pacing, resolution
  - 3. characterization
  - 4. point-of-view
  - 5. theme
  
- B. Fiction-writing techniques, application of principles
  - 1. writing effective openings
  - 2. setting of mood
  - 3. choosing between implication and explication in character development
  - 4. selection of point-of-view
  - 5. writing description: long and short forms, selection and use of detail
  - 6. establishing conflict
  - 7. writing dialogue
  - 8. establishing chronology (sequential and disordered)
  - 9. using stream of consciousness
  - 10. writing endings

- C. Analysis of representative works of fiction
  - 1. Reading as a writer
  - 2. Design principles of fiction (form and function)
- D. Study of markets for fiction writers and a consideration of editorial requirements and the manners of submitting manuscripts

**B. ENROLLMENT RESTRICTIONS**

**1. Prerequisites**

Satisfactory completion of ENGL 100 or ENGL 101.

**2. Requisite Skills**

*Before entering the course, the student will be able to:*

- A. Read actively and analyze reading selections in directed class discussion or in written analysis.
- B. Write compositions as assigned employing mastery of the following skills: a. understanding rhetoric and organization, b. composing clear conventional sentences, c. selecting appropriate language.
- C. Rewrite effectively by examining and analyzing their own writing or that of another student, proofreading well, and revising and rethinking writing drafts.

**C. HOURS AND UNITS**

3 Units		
INST METHOD	TERM HOURS	UNITS
Lecture	54	3.00
Lab	0	0
Discussion	0	0
Activity	0	0

**D. METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

- 1. Lecture on literary works, critical writings about works of fiction, forms, techniques, content, and style
- 2. Lead discussion of analysis of models of fiction (in writing or in directed class discussion)
- 3. Direct class discussion which focuses on analyzing and evaluating student work
- 4. Direct students to reflect on their life experiences with a view toward drawing upon those experiences in their writing of original fiction: 1) identifying experiences and conclusions derived from experience that might serve as situational or thematic bases for writing; 2) reaching conclusions about and evaluating the appropriateness of particular experiences as a basis for fiction
- 5. Lecture on criteria developed in class discussion and reading to student-written and other works of fiction to 1) identify factors in the work itself and in the nature of its intended audience or market that might affect the way the work is understood or how well it is received by the audience or market; 2) express judgments about the way in which a given work is likely to be understood or received by its intended audience or market

6. Present audio recordings, video presentations, and/or films
7. Provide evaluative feedback on student writings
8. Possible field trips
9. Guest lecturers

## E. **ASSIGNMENTS (TYPICAL)**

### 1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

*Time spent on coursework in addition to hours of instruction (lecture hours)*

- A. Weekly fiction writing exercises
- B. Weekly readings and written analyses of representative texts
- C. Weekly readings about the different elements of fiction from the text book
- D. Weekly participation in analytical discussions of assigned readings
- E. The writing of weekly peer reviews of students' stories submitted for weekly workshops
- F. Submission of works of fiction for workshop at least twice during the semester
- G. Completion of approximately fifteen pages of original fiction for the term
- H. Prepare for completion of various weekly writing activities during class times
- I. Prepare for weekly participation in workshops during class

### 2. **EVIDENCE OF CRITICAL THINKING**

*Assignments require the appropriate level of critical thinking*

- A. Examples of typical assignments which develop and demonstrate critical thinking skills:
  1. Weekly 150-word peer reviews that require students to indicate effective and ineffective areas within students' stories.
  2. Weekly responses that show students are reading as writers, attending to the decisions and moves authors make.
  3. Weekly 300-600 word exercises that require students to demonstrate their ability to create writings with reflect effective scenes, summaries, dialogue, setting, characterization, tension.
  4. Participation in weekly class workshops, where students must verbally specify effective and ineffective aspects of peers' works.
  5. Revision of personal works throughout the semester to render their fiction writings more effective.
- B. Actual exam quiz questions, activity prompts, and story prompts:
  1. In "Bullet in the Brain," why does the writer Tobias Wolff have his narrator end the story by stating, "They is, they is"? How does this ending affect the reader's understanding of the story? Does it change the story's design or meaning?
  2. Go to a spot on campus where there are people. Watch a few individuals and create a scene where you use your chosen person(s) in a fictional predicament, which ultimately will help

your reader understand the desires of your character(s) and the obstacles preventing them from having what they want.

3. Create a scene where your protagonist is involved in some sort of accident. You must include sensory detail of at least four of the five senses.
4. Write about a time when you were terrified. Then base a work of fiction on your experience, adding fictional events and details where appropriate. Remember to apply the emotional heat in your writing to a work of fiction.

#### F. TEXTS AND OTHER READINGS (TYPICAL)

1. **Book:** Michael Kardos (2016). *The Art and Craft of Fiction* (2nd/e). Boston, MA. Bedford St. Martin's.
2. **Book:** Burroway, J., Stuckey-French, E. & Stuckey-French N. (2019). *Writing Fiction* (10th/e). New York, New York. Longman.
3. **Book:** Diaz, J. (1997). *Drown* Riverhead Books.
4. Other: REPRESENTATIVE READINGS:  
"The Sky is Gray" by Ernest J. Gaines  
"A Wife of Nashville" by Peter Taylor  
"The Petrified Man" by Eudora Welty  
"Everyday Use" by Alice Walker  
"The Music School" by John Updike

### III. DESIRED LEARNING

#### A. OBJECTIVES

##### 1. Required Objectives

*Upon satisfactory completion of this course, the student will be able to:*

- a. Read actively and critically with conscious recognition of effective writing in the work of other authors. Active reading and recognition of good writing will be demonstrated in the students' analysis of fiction in directed class discussion and other class exercises.
- b. Read actively and critically their work and excerpts of professionals who cover a broad range of multicultural experiences.
- c. Using assigned readings, identify the meanings of and concepts behind the terms commonly used in analysis and discussion of fiction (e.g. mood, setting, point-of-view, theme, conflict, and so on). The students' ability to use these terms will be demonstrated by their appropriate and accurate use of the terminology in written analysis or directed class discussion.
- d. Identify in assigned readings the major elements of fiction according to the terminology commonly used in the analysis of fiction.
- e. Plan, gather material for, and write short stories applying approaches and techniques discussed in lecture, reading, and other class exercises.
- f. Write short stories which are coherent and interesting and which illustrate a particular theme.
- g. Analyze and critique their own work and those of other class members objectively and constructively, applying methods of analysis, principles, and criteria developed in lecture and other class exercises.

**APPROVED-AWAITING ACTIVATION**

## **IV. METHODS OF EVALUATION (TYPICAL)**

### **A. FORMATIVE EVALUATION**

1. Quizzes on assigned readings
2. Writing exercises and responses to assigned readings
3. Peer reviews
4. Participation during workshop
5. Essay(s) that analyze short fiction
6. Stories

### **B. SUMMATIVE EVALUATION**

1. Portfolio consisting of approximately fifteen pages of original fiction writing(s)
2. Final essay to demonstrate the clarity and soundness of their critical reading (as writers) and analyses of works of short fiction

# ENGL - 106: Creative Writing: Short Fiction

## Course Learning Outcomes

*Upon satisfactory completion of this course, the student should be prepared to:*

1. Evaluate and analyze literary fiction.
2. Create successful short fiction.

Modesto Junior College  
Course Outline of Record

# READ 40

## I. OVERVIEW

*The following information will appear in the 2016 - 2017 catalog*

### READ 40—READING COMPREHENSION

**3 UNITS**

**54 Lecture Hours , 108 Outside-of-Class Hours = 162 Total Student Learning Hours**

Designed to improve reading skills by focusing on comprehension strategies, vocabulary development, and analysis of various reading selections. Field trips are not required. Not repeatable. (A-F Only)

## II. LEARNING CONTEXT

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

### A. COURSE CONTENT

#### 1. Required Content:

- A. Utilization of context clues to identify word meanings
  - 1. Example
  - 2. Synonym
  - 3. Antonym
  - 4. General sense
- B. Determination of central focus
  - 1. Distinguish between general and specific ideas
  - 2. Identify topic
  - 3. Identify main idea
  - 4. Infer unstated main idea
  - 5. Identify supporting details
- C. Determination of organization
  - 1. Identify major and minor supporting details
  - 2. Outline reading selection to reflect structure
- D. Identification of organizational patterns in writing
  - 1. List of items
  - 2. Time order
  - 3. Definition and example

4. Cause and effect
  5. Comparison and contrast
- E. Evaluation of reading material
1. Determine author's purpose
  2. Determine author's point of view
- F. Development of vocabulary
1. Understand word meanings
  2. Utilize words in appropriate contexts
- G. Exposure to a variety of reading selections
1. Selections reflecting different cultures
  2. Selections written by diverse authors

**B. HOURS AND UNITS**

3 Units		
INST METHOD	TERM HOURS	UNITS
Lecture	54	3.00
Lab	0	0
Discussion	0	0
Activity		0

**C. METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

1. Presentation of material through lecture and discussion.
2. Supervision of student application of strategies in classroom activities.
3. Preparation and presentation of problem-solving activities.
4. Monitoring of written exercises.
5. Facilitation of in-class analysis of a variety of readings (individually or in small groups).

**D. ASSIGNMENTS (TYPICAL)**

**1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

*Time spent on coursework in addition to hours of instruction (lecture hours)*

- A. Preparation for vocabulary quizzes (weekly) and vocabulary unit exams (approximately five per term).
- B. Homework for each class meeting.
- C. Reading selections for each class meeting.

D. Preparation activities for major exams (approximately five per term).

## 2. **EVIDENCE OF CRITICAL THINKING**

*Assignments require the appropriate level of critical thinking*

A. Typical in-class/homework assignments:

1. Determine the structure of a paragraph by creating an outline or map.
2. Engage with the reading material by journaling reactions, questions, predictions, inferences, etc.
3. Write or state the implied main idea in expository paragraphs; use inferential skills to determine meaning in imaginative literature.

A. Typical exam questions:

1. Outline or map the structure of the following expository paragraphs.
2. Identify the pattern of organization of the following expository paragraphs.
3. Distinguish between fact and opinion in the following statements.
4. Distinguish between relevant and irrelevant supporting information in the list of items below.
5. Use context clues to determine word meanings in the following sentences.
6. Write an essay in which you outline the plot for a potential sequel to the novel, *Homeless Bird*.

## E. **TEXTS AND OTHER READINGS (TYPICAL)**

1. **Book:** Scheg, L. (2015). *Building Necessary Reading and Study Skills with CD Rom (2/e)*. South Lake Tahoe, CA Sierra Publishing.
2. **Book:** Nist, S., & Mohr, C. (2010). *Building Vocabulary Skills, Short Version (4/e)*. West Berlin, NJ Townsend Press.
3. **Book:** Scheg, L. (2015). *Building Necessary Vocabulary and Spelling Skills with CD Rom (1/e)*. South Lake Tahoe, CA Sierra Publishing.
4. **Book:** Langan, J. (2015). *Ten Steps to Building College Reading Skills (6/e)*. West Berlin, NJ Townsend Press.
5. **Book:** Whelan, G. (2001). *Homeless Bird* New York, NY HarperCollins.
6. **Book:** Gardner, C. (2006). *The Pursuit of Happiness* New York, NY Amistad.

## III. **DESIRED LEARNING**

### A. **OBJECTIVES**

#### 1. **Required Objectives**

*Upon satisfactory completion of this course, the student will be able to:*

- a. Identify context clues to define unknown words.
- b. Distinguish between general and specific ideas.

- c. Identify the main idea/topic sentence of a paragraph.
- d. Infer unstated main ideas.
- e. Distinguish between major and minor supporting details.
- f. Outline reading selection to show its organization.
- g. Make inferences based upon supporting evidence.
- h. Determine author's point of view.
- i. Read increasingly more sophisticated material.
- j. Self-report reading as a recreational activity with increasing frequency.
- k. Identify meanings of assigned vocabulary words and utilize the words appropriately in sentences.
- l. Read materials reflecting a variety of cultures.

#### **IV. METHODS OF EVALUATION (TYPICAL)**

##### **A. FORMATIVE EVALUATION**

1. Quizzes
2. Homework
3. Unit exams (objective)
4. Unit exams (essay/short answer)
5. Pre-tests

##### **B. SUMMATIVE EVALUATION**

1. Final examination
2. Post-tests

# READ - 40: Reading Comprehension

## Course Learning Outcomes

*Upon satisfactory completion of this course, the student should be prepared to:*

1. Apply contextual information to determine the definitions of unfamiliar words;
2. Analyze reading passages for implied main idea, patterns of organization, and contextual inferences;
3. Analyze paragraph structure for main idea and major and minor supporting details.

Modesto Junior College  
Course Outline of Record

# READ 901

## I. OVERVIEW

*The following information will appear in the 2019 - 2020 catalog*

### READ 901—READING SUPPORT FOR COMPOSITION

**0 UNITS**

**36 Lecture Hours = 36 Total Student Learning Hours**

**Recommended for Success:** *Before enrolling in this course, students are strongly advised to read and generally understand popular texts as well as write using conventional Standard English without severe errors that impede meaning..*

Providing instruction in active reading and critical thinking skills, this course provides a structured and supportive learning framework to help students develop fluency, comprehension, and metacognition with college-level texts for the purpose of composition. Content includes vocabulary study, guided practice of reading strategies, and opportunities for extended reading. Course is repeatable. Field trips are not required. (P/NP or SP)

## II. LEARNING CONTEXT

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

### A. COURSE CONTENT

#### 1. Required Content:

##### A. Word Study

1. Utilizing context clues to identify word meanings
  - a. Example
  - b. Synonym
  - c. Antonym
  - d. General Sense
2. Applying structural analysis to unfamiliar vocabulary
  - a. Roots
  - b. Prefixes
  - c. Affixes
  - d. Syllabication
3. Identifying meanings and correctly using assigned vocabulary words (taken from accelerated or transfer-level course content or equivalent texts)
4. Utilizing word attack skills to improve reading fluency

## B. Reading Comprehension

1. Identifying strategies for approaching academic texts, including book-length texts:
  - a. previewing
  - b. annotating
  - c. reviewing
  - d. metacognition
2. Building and applying background knowledge to support comprehension
3. Utilizing various reading strategies flexibly to fit the reader's need and purpose
  - a. questioning
  - b. chunking
  - c. summarizing/paraphrasing
  - d. outlining/concept-mapping
  - e. clarifying
  - f. connecting
4. Identifying main idea, thesis, or unifying theme of a reading selection
  - a. Determining general versus specific ideas
  - b. Identifying topic
  - c. Utilizing transition devices to differentiate between main ideas and supporting details
5. Identifying techniques by which writers fulfill their purposes in various modes of discourse
  - a. organizing principles in description
  - b. effective diction in narration
  - c. identifying organizational patterns in exposition
    - i. list of items
    - ii. chronological order
    - iii. definition and example
    - iv. comparison and/or contrast
    - v. cause and effect

- vi. problem and solution
6. Reading inferentially
- a. author's implied main idea
  - b. author's purpose
  - c. author's diction and tone
  - d. figurative language
- C. Critical Thinking and Reading
- 1. Evaluating reading material
    - a. differentiating between fact and opinion
    - b. judging relevancy and adequacy of support
  - 2. Integrating textual evidence and original ideas
  - 3. Metacognition and reflection
    - a. articulating various reading process strategies and techniques that support comprehension
- D. Student Success Skills
- 1. Acknowledging the complexities of academic reading tasks to foster a growth mindset in response to these challenges
  - 2. Acknowledging and understanding academic policies and procedures to promote student responsibility
  - 3. Recognizing the value of and utilizing student support services
    - a. Library and Learning Center
    - b. Instructor Office Hours
    - c. Disabled Student Programs and Services
    - d. Counselors and Success Specialists
    - e. Computer Labs
    - f. Online Learning Platforms
    - g. Tutoring and/or Supplemental Instruction
  - 4. Adopting behavioral strategies for student success in a college-level course
    - a. understanding the importance of attendance for academic success

- b. managing time wisely to complete homework
  - c. recognizing the value of collaboration toward comprehension and analysis of challenging texts
  - d. developing peer support networks
5. Developing metacognition about academic challenges
- a. developing awareness of the learning process to promote self-intervention
  - b. engaging with faculty to determine need for remediation
  - c. responding to interventions appropriately

## 2. **Recommended Content:**

### A. Reading Comprehension (Additional)

#### 1. Improving fundamentals of summarizing

- a. objectivity
- b. concision
- c. completeness
- d. signal phrases

### B. Critical Thinking and Reading (Additional)

#### 1. Metacognition and reflection

- a. Conducting Reading Process Analyses such as think alouds

## B. **ENROLLMENT RESTRICTIONS**

### 1. **Advisories**

Before enrolling in this course, students are strongly advised to read and generally understand popular texts as well as write using conventional Standard English without severe errors that impede meaning..

### 2. **Requisite Skills**

*Before entering the course, the student will be able to:*

- A. Read and generally understand selections from a college-level reader and an entire novel.
- B. Summarize and analyze brief and popular texts.
- C. Write complete sentences that are most often clear and correct.
- D. Apply the basic conventions of Standard English.

- E. Use conventional English without severe errors that impede meaning. (For example, a student may have problems with idioms or "s" endings, but the writing is generally clear and understandable.)

### C. HOURS AND UNITS

0 Units		
INST METHOD	TERM HOURS	UNITS
Lecture	36	
Lab	0	
Discussion	0	
Activity		0

### D. METHODS OF INSTRUCTION (TYPICAL)

*Instructors of the course might conduct the course using the following method:*

1. Model reading strategies, such as think alouds, annotations, and graphic organizers.
2. Provide direct instruction regarding context clues, word attack skills, etc.
3. Direct small-group discussions and activities.
4. Facilitate metacognitive learning activities.
5. Facilitate in-class guided reading or shared reading opportunities.
6. Provide step-by-step guidance on a variety of assignments such as written summaries.

### E. ASSIGNMENTS (TYPICAL)

#### 1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

*Time spent on coursework in addition to hours of instruction (lecture hours)*

- A. Students will complete work that supplements instruction in an accelerated or transfer-level course and helps them develop college-level reading skills. This course requires students to engage in extended analysis another course's texts and/or supplemental readings.
- B. Students are typically assigned between 10-35 pages of reading per week, including reading process assignments and activities such as annotations, graphic organizers, and metacognitive logs.
- C. Students often write reader responses, summaries, and brief analyses of the reading texts. Students also write metacognitive reflections examining their reading processes.

#### 2. EVIDENCE OF CRITICAL THINKING

*Assignments require the appropriate level of critical thinking*

- A. Reading (assignments may include, but are not limited to, the following examples):
  1. Read texts, identifying several spots of confusion. Apply various reading strategies (paraphrasing, contextualizing, visualizing, etc.) to clarify the confusion.
  2. Read expository texts for the purpose of identifying the author's purpose, audience, main idea(s), and key supporting details.
  3. Read and evaluate the supporting details in texts for relevancy, appropriateness, and adequacy.

B. Writing (assignments may include, but are not limited to, the following examples):

1. Write an original summary of a college-level text including the author's main idea, key supporting details, and transition devices.
2. Write a reader response that explores the reader's reactions and thoughts toward a given text.
3. Write a metacognitive reflection in which the reader's process of textual comprehension and interpretation is examined and explored.

#### F. TEXTS AND OTHER READINGS (TYPICAL)

1. **Book:** John C. Bean, Virginia A. Chappell, and Alice M. Gillam (2013). *Reading Rhetorically* (4/e). New York, New York Pearson.
2. **Book:** Angela Duckworth (2018). *Grit: The Power of Passion and Perseverance* (reprint/e). New York, New York Scribner.
3. Other: Novels and other texts supplemental to an established course theme
4. Other: Purdue University Online Writing Lab

### III. DESIRED LEARNING

#### A. OBJECTIVES

##### 1. Required Objectives

*Upon satisfactory completion of this course, the student will be able to:*

- a. Utilize context clues and structural analysis to define unknown words.
- b. Apply reading transition devices to aid comprehension.
- c. Distinguish between main ideas and supporting evidence.
- d. Summarize texts including main idea and key supporting details.
- e. Apply critical reading skills to the analysis of expository college-level texts from diverse cultural sources and perspectives.

### IV. METHODS OF EVALUATION (TYPICAL)

#### A. FORMATIVE EVALUATION

1. Various reading process assignments (annotations, metacognitive logs, graphic organizers, etc.)
2. In-class writing assignments (journals, summaries, reflections, quizzes, etc.)
3. Contributions to small group work and class discussion
4. Vocabulary and other quizzes

#### B. SUMMATIVE EVALUATION

1. In-class exams (midterm, final, etc.)

# READ - 901: Reading Support for Composition

## Course Learning Outcomes

*Upon satisfactory completion of this course, the student should be prepared to:*

1. Engage an academic text by setting a purpose for reading and activating appropriate strategies such as previewing, questioning, annotating, chunking, clarifying, paraphrasing, etc.
2. Summarize an academic text by identifying main ideas and supporting details, recognizing organizational structures, reading inferentially, providing appropriate context, etc.

Modesto Junior College  
Course Outline of Record

# SIGN 125

## I. OVERVIEW

*The following information will appear in the 2016 - 2017 catalog*

### **SIGN 125—ASL: BEGINNING COMMUNICATION WITH THE DEAF**

**3 UNITS**

***Formerly listed as: SIGN - 125: Asl: Beginning Comm With Deaf***

***54 Lecture Hours , 108 Outside-of-Class Hours = 162 Total Student Learning Hours***

***Recommended for Success: Before enrolling in this course, students are strongly advised to satisfactorily complete an MJC English composition course or the equivalent, or to exhibit proficiency in college-level essay writing skills.***

Introduction to American Sign Language is designed to provide basic conversational skill in the language used among Deaf people in the United States. This course is equivalent to the first two years of high school ASL. Field trips might be required. Not repeatable. (A-F or P/NP) **Transfer:** (CSU, UC) **General Education:** (MJC-GE: C ) (CSU-GE: C2 ) (IGETC: 6A )

## II. LEARNING CONTEXT

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

### A. COURSE CONTENT

#### 1. Required Content:

- A. American Manual Alphabet
  - 1. Fingerspelling for uniform rhythm within and between words
  - 2. Fingerspelling acronyms and proper nouns
  - 3. Fingerspelled loan signs
  - 4. Expressive and receptive fingerspelling
- B. Signed numbers
  - 1. Receptive and expressive signed numbers
  - 2. Non-specific number signs
  - 3. Numbers incorporating sign
  - 4. Pronoun referencing numbers
- C. 1000 American Sign Language glosses (vocabulary)
  - 1. Introductions and personal Information
  - 2. Politeness, feelings and emotions
  - 3. Family and friends
  - 4. Requests and Descriptions

5. Daily Living
  6. Food and shopping
  7. Directions, instructions and asking for help
  8. Travel
  9. Current events and activities
  10. Sign formation, appropriate use, and origination
- D. Major idiomatic expressions
1. Common English expressions translated into ASL
  2. Common ASL expressions translated into glosses
  3. Analysis of idiomatic oral English conversation
- E. Important aspects of Deaf culture
1. Social norms and values
  2. Interaction and socialization
  3. Folklore
  4. Cultural organizations and activities
  5. Cultural etiquette
- F. Major features of ASL
1. Pronominalization
  2. Tense indicators
  3. Conditional statements
  4. Interrogatives
  5. Non-manual facial grammar
  6. Declarative statements
  7. Classifiers
  8. Structuring space
- G. Sign language systems other than ASL
1. Signing Exact English (SEE)
  2. Manually Coded English (MCE)
  3. Pidgeon Signed English (PSE)
- H. Basic grammatical differences between ASL and oral English

1. Verb usage for subjects, objects and location
  2. Adjective usage
  3. Question formation including rhetorical questions
  4. Use of inflection
  5. Mouthing and voicing
- I. History and development of ASL and Deaf culture
    1. French educators' influence on ASL
    2. Deaf community at Martha's Vineyard
    3. First educational institutions in America
    4. Development and significance of residential schools
    5. Laws affecting Deaf education and Deaf culture
    6. Technological developments for the Deaf

## **B. ENROLLMENT RESTRICTIONS**

### **1. Advisories**

Before enrolling in this course, students are strongly advised to satisfactorily complete an MJC English composition course or the equivalent, or to exhibit proficiency in college-level essay writing skills.

### **2. Requisite Skills**

*Before entering the course, the student will be able to:*

- A. Read and generally understand selections from a college-level reader and an entire novel.
- B. Compose a clear, focused five-paragraph essay to be used as a tool for in-class writing and/or writing in other courses.

## **C. HOURS AND UNITS**

3 Units		
<b>INST METHOD</b>	<b>TERM HOURS</b>	<b>UNITS</b>
Lecture	54	3.00
Lab	0	0
Discussion	0	0
Activity		0

## **D. METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

1. Demonstrate ASL drills of grammatical structures
2. Model receptive ASL sign comprehension exercises

3. Facilitate communication activities with members of the Deaf community
4. Present aspects of Deaf culture and contrast with hearing culture
5. Model and explain written exercises for translating English into ASL
6. Model translating oral English exercises into ASL
7. Facilitate discussions on signed presentations of cultural and historical significance

## E. **ASSIGNMENTS (TYPICAL)**

### 1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

*Time spent on coursework in addition to hours of instruction (lecture hours)*

- A. Daily ASL dialogues, ASL grammar and reading assignments
- B. Daily memorization of vocabulary and grammar structures
- C. Weekly performances and in-class projects
- D. Preparation for quizzes and exams, such as a grammar midterm and final
- E. Preparation for weekly comprehension exams
- F. Preparation for final in-class performance
- G. 5 hours per term of Deaf community involvement
- H. Out-of-class writing assignments

### 2. **EVIDENCE OF CRITICAL THINKING**

*Assignments require the appropriate level of critical thinking*

1. Typical out-of-class assignments:
  - a. A Loss for Words Writing Assignment
    - i. Throughout the text, the author finds herself in the role of an interpreter for her parents. Describe in detail two of these situations.
    - ii. Interview a Deaf person who uses ASL (not a hard of hearing person) and discuss with them what qualities/qualifications describe an appropriate interpreter.
    - iii. In your opinion, are professionally trained interpreters or children of Deaf parents who function as interpreters more beneficial for Deaf people and why?
  - b. Communication with a Deaf person Requirement
    - i. Attend a Deaf Community event and analyze and compare the facial expression, characterization, signing style/system, and types of signs used.
2. Typical in-class assignments:
  - a. Translate the following sentences into ASL

- i. After work, I will go out to dinner and then I will go shopping (finish as a conjunction)
  - ii. I will drive to North Dakota next summer. (verb tense, topicalization)
  - iii. I always eat dinner at Bill's house. (possessive pronoun)
  - iv. I will go to Mexico six years from now. (incorporation of number with future tense)
- b. Sign an example of each of the following in a sentence.
- i. Rhetorical question
  - ii. Fingerspelled loan sign
  - iii. Classifier
  - iv. Incorporation of number with pronouns
  - v. Conditional clause

#### F. TEXTS AND OTHER READINGS (TYPICAL)

1. **Book:** Walker (1986). *A Loss for Words* Harper and Row.
2. **Book:** Humphries and Padden (2004). *Learning American Sign Language Levels I and II (second/e)*. Boston, MA Pearson.
3. **Book:** Cheri Smith (2008). *Signing Naturally 1 Student Workbook and DVD (Second/e)*. Dawn Sign Press.

### III. DESIRED LEARNING

#### A. OBJECTIVES

##### 1. Required Objectives

*Upon satisfactory completion of this course, the student will be able to:*

- a. Demonstrate receptive and expressive knowledge of the manual alphabet by appropriate use of fluency, accuracy and contextual cues.
- b. Demonstrate receptive and expressive knowledge of signed numbers by appropriate use of fluency and accuracy.
- c. Demonstrate receptive and expressive knowledge of a minimum of 1,000 ASL signs when presented in a conversation or narrative.
- d. Demonstrate at a basic level how to combine finger spelling, lexicon, classifiers, structuring space and mime when communicating with the Deaf.
- e. Demonstrate at a basic level ASL grammar and syntax.
- f. Translate basic written/oral English sentences into ASL.
- g. Identify people and events of historical and cultural importance to the Deaf.
- h. Identify the unique and distinctive components of Deaf culture.
- i. Describe educational philosophies for the Deaf.

## **IV. METHODS OF EVALUATION (TYPICAL)**

### **A. FORMATIVE EVALUATION**

1. Sign proficiency demonstrated in class exercises
2. Proficiency in communication as observed by the instructor in the course of class demonstration or other exercises
3. Quizzes testing comprehension of American Sign Language
4. Written quizzes and examinations of student's command of ASL grammatical structures and vocabulary
5. Signed quizzes and examinations of ASL grammatical structures and vocabulary
6. Midterm exam on ASL grammar and syntax

### **B. SUMMATIVE EVALUATION**

1. Essays on sign language systems
2. Written critiques of readings on Deaf Culture and ASL
3. Final written exam covering ASL syntax and grammar
4. Final performance demonstrating command of ASL vocabulary, syntax, grammar, rate, fluency, and facial grammar at a basic level
5. Essay documenting interaction with/and understanding of members of the Deaf community

# SIGN - 125: ASL: Beginning Communication With the Deaf

## Course Learning Outcomes

*Upon satisfactory completion of this course, the student should be prepared to:*

1. Identify the unique characteristics of Deaf Culture.
2. Translate the grammar and syntax of ASL at a basic conversational level.
3. Demonstrate the grammar and syntax of ASL at a basic conversational level.

Modesto Junior College  
Course Outline of Record  
**SOCSC 109**

## **I. OVERVIEW**

*The following information will appear in the 2019 - 2020 catalog*

### **SOCSC 109—INTRODUCTION TO EDUCATION-PRACTICUM IN TUTORING**

**3 UNITS**

***Formerly listed as: SOCSC - 109: Intro Education-Practicum in Tutoring***

***54 Lecture Hours , 108 Outside-of-Class Hours = 162 Total Student Learning Hours***

***Limitations on Enrollment: Enrollment limited to students who provide fingerprint and TB clearance.***

Orientation to the teaching profession. Designed for prospective elementary, secondary, or college teachers but open to all. Students are required to meet 45 hours of observation in an appropriate educational setting. Partially meets field experience requirement for teaching credential program at CSU Stanislaus. Fingerprint Clearance and TB Clearance is required. Field trips might be required. Not repeatable. (A-F or P/NP) **Transfer:** (CSU, UC)

## **II. LEARNING CONTEXT**

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

### **A. COURSE CONTENT**

#### **1. Required Content:**

- A. Role of education in society; community, economic, social and political relationships
- B. Overview of contemporary issues in schools: standards, inclusion, testing, bilingual education, social issues, standardized curriculum
- C. California student demographics and performance statistics
- D. Instructional strategies for accommodating diverse learning needs
- E. Overview of the teaching profession; professional standards, ethics, responsibilities, credentials, lifelong professional development
- F. California Academic Content and Performance Standards
- G. Elements of effective classroom environments consistent with the California Standards for the Teaching Profession (CSTPs) and state adopted Teaching Performance Expectations (TPEs)
- H. Protocols for classroom visitation and observation
  - I. Methods and ethics of conducting and reporting classroom observations
  - J. Role of one's own beliefs and educational experience influencing teaching experience and expectations
- K. Completion of 45 hours of observation/tutoring in a public k-12 classroom.
- L. Creation of a log for each 30 minutes of observation/tutoring which will be submitted in a portfolio of class materials
- M. Development and presentation of a lesson plan using established structure which includes objectives, direct instruction, guided practice, assessment, and review protocols that can be

used in a tutoring or small group setting

**B. ENROLLMENT RESTRICTIONS**

**1. Limitations on Enrollment**

Enrollment limited to students who provide fingerprint and TB clearance.

**2. Health and Safety Skills/Restrictions**

*Before entering the course, the student must demonstrate the following skill or condition:*

- A. Students must be fingerprinted through LiveScan and possess a clear TB test in order to tutor/observe in a classroom setting in California.

**C. HOURS AND UNITS**

3 Units		
INST METHOD	TERM HOURS	UNITS
Lecture	54	3.00
Lab	0	0
Discussion	0	0
Activity	0	0

**D. METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

- 1. Lecture
- 2. Instructor-led groups and class discussion
- 3. Use of supplementary materials distributed in class
- 4. Use of multimedia, films, and slides
- 5. Guest speakers
- 6. Possible field trips

**E. ASSIGNMENTS (TYPICAL)**

**1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

*Time spent on coursework in addition to hours of instruction (lecture hours)*

- A. Read text, class materials and online resources (weekly)
- B. Research content, subject area standards for K-12 through online resources (weekly)
- C. Prepare tutoring/group activities for weekly observations (weekly)
- D. Document and record classroom observations (weekly)
- E. Prepare for quizzes and exams

**2. EVIDENCE OF CRITICAL THINKING**

*Assignments require the appropriate level of critical thinking*

- A. Describe the steps required to become a credentialed teacher in the State of California.

- B. Identify and describe three strategies you could employ to tutor students in one subject area in one grade level, K-12.
- C. Explain the legal protocol required by the State of California to tutor or observe in a classroom setting.

#### F. TEXTS AND OTHER READINGS (TYPICAL)

- 1. **Book:** Forest Parkey (2012). *Becoming a Teacher* (9th /e). Pearson.
- 2. **Book:** Kauchak and Eggen (2013). *Introduction to Teaching* (5th/e). Pearson.
- 3. **Book:** Armstrong (2008). *Teaching Today: An Introduction to Education* (8th/e). Pearson.

### III. DESIRED LEARNING

#### A. OBJECTIVES

##### 1. Required Objectives

*Upon satisfactory completion of this course, the student will be able to:*

- a. Examine how one's own educational experience and beliefs may influence the teaching experience; why want to become a teacher, what personal characteristics, assumptions and beliefs, subject matter knowledge, experiences, and goals could affect their development as a teacher.
- b. Describe the role of education in community and economic development as well as political and civic engagement.
- c. Describe and demonstrate the ethical and professional responsibilities and standards of a K-12 teacher in California public schools.
- d. Describe the California teacher credential process.
- e. Identify the methods and ethics of conducting and reporting classroom observations.
- f. Describe and demonstrate the protocols for visiting California schools and entering classrooms.
- g. Describe the roles and functions of teachers and other school personnel in general and special education settings.
- h. Identify the elements of effective classroom environments consistent with the California Standards for the Teaching Profession (CSTPs) and the state adopted Teaching Performance Expectations (TPEs).
- i. Describe the impact of varying socio-economic and cultural differences upon learning and the classroom environment.
- j. Analyze environmental challenges outside the classroom that impact student learning and identify school and community resources that address these needs.
- k. Identify and describe key subject and grade level standards used in K-12 settings, including California Academic Content and Performance Standards.
- l. Create a portfolio of course content, subject matter competency, and written observation experiences.
- m. Relate course content to real classroom contexts through satisfactory completion of a minimum of 45 hours of approved fieldwork including structured assignments, observations, and reflections that demonstrate the observers ability to;

- a. recognize and describe examples of teaching events that implement some of the CSTP and TPEs
  - b. Observe the use of state adopted content and performance standards
  - c. compare and contrast classroom environments
  - d. recognize and describe individual differences among students and identify strategies and accommodations used to address these differences.
- 
- n. Describe the environment and issues which exist in a k-12 classroom.
  - o. Practice working with students in a small group or tutoring capacity.
  - p. Describe reflective observations from a k-12 classroom.
  - q. Locate student learning objectives used within a k-12 setting based upon grade and course.
  - r. Create a lesson plan for a tutoring or small group setting.

#### **IV. METHODS OF EVALUATION (TYPICAL)**

##### **A. FORMATIVE EVALUATION**

- 1. Essays
- 2. Quizzes
- 3. Student presentations
- 4. Observation logs

##### **B. SUMMATIVE EVALUATION**

- 1. Portfolio
- 2. Final exam

# SOCSC - 109: Introduction to Education-Practicum in Tutoring

## Course Learning Outcomes

*Upon satisfactory completion of this course, the student should be prepared to:*

1. Tutor K-12 students one-on-one or in small groups.
2. Collaborate with classroom teachers to identify needs and deliver lessons or remediation to K-12 students.
3. Identify and describe the stages of learning as theorized by Piaget and others.
4. Describe the credentialing process for K-12 teachers.

Modesto Junior College  
Course Outline of Record  
**SOCSC 110**

## **I. OVERVIEW**

*The following information will appear in the 2019 - 2020 catalog*

### **SOCSC 110—INTRODUCTION TO ELEMENTARY EDUCATION**

**3 UNITS**

***Formerly listed as: SOCSC - 110: Introduction to Education***

***54 Lecture Hours , 108 Outside-of-Class Hours = 162 Total Student Learning Hours***

***Recommended for Success: Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.***

Orientation to the teaching profession. Designed for prospective elementary and middle school teachers, but open to all students. Students are required to complete 45 hours of observation in community K-12 classrooms. Meets field experience requirement for teaching credential program. Fingerprint Clearance and TB Clearance is required. Field trips are not required. Not repeatable. (A-F or P/NP) **Transfer:** (CSU, UC) (CC: EDUC 11) (C-ID: EDUC 200) **General Education:** (MJC-GE: B ) (IGETC: 4 )

## **II. LEARNING CONTEXT**

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

### **A. COURSE CONTENT**

#### **1. Required Content:**

##### **A. The Teaching Profession**

1. Role of the teacher and school professionals
2. Teaching Performance Expectations; ethics and professionalism
3. CA Standards for Teaching Profession and Teaching Performance Expectations
4. History of education in America; financing and governance

##### **B. Becoming a Teacher**

1. Exploring personal goals and beliefs about teaching
2. Exploring the community context of teaching

##### **C. Contemporary Issues in Education Today**

1. Curriculum and academic standards
2. Diversity in education
3. Assessment
4. Classroom management

D. Field Experience

1. Protocols for visitation and observation
2. What to look for while observing
3. Reflecting on field experiences

B. **ENROLLMENT RESTRICTIONS**

1. **Advisories**

Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

2. **Requisite Skills**

*Before entering the course, the student will be able to:*

- A. Write a 5-part essay.

C. **HOURS AND UNITS**

3 Units		
INST METHOD	TERM HOURS	UNITS
Lecture	54	3.00
Lab	0	0
Discussion	0	0
Activity	0	0

D. **METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

1. Lecture
2. Discussions
3. Use of media (videos, powerpoint)
4. Guest speakers
5. Student presentations
6. Instructor-facilitated group activities

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

*Time spent on coursework in addition to hours of instruction (lecture hours)*

- A. Weekly reading assignments of a 20-25 pages in the textbook
- B. Weekly logbook entries reflecting on field experiences
- C. Two to three short essays, per term, analyzing and discussing pedagogical issues in the elementary school classroom

D. Forty-five (45) hours of field work in appropriate K-12 classroom, per term

## 2. **EVIDENCE OF CRITICAL THINKING**

*Assignments require the appropriate level of critical thinking*

- A. Create a portfolio that demonstrates the on-going development of your skills and knowledge about teaching. Portfolio will include self-reflections on field experience, essays written in class on pedagogical issues, and sample assignments from courses taken in content areas (history, physics, etc).
- B. Explain what the Teaching Performance Expectations are and how they guide the professional standards for teachers in California.

## F. **TEXTS AND OTHER READINGS (TYPICAL)**

- 1. **Book:** Kauchak & Eggen (2014). *Introduction to Teaching: Becoming a Professional Pearson Education, Inc.*
- 2. **Book:** Sadker & Zittleman (2012). *Teachers, Schools and Society (10/e)*. McGraw-Hill.

# III. **DESIRED LEARNING**

## A. **OBJECTIVES**

### 1. **Required Objectives**

*Upon satisfactory completion of this course, the student will be able to:*

- a. Examine own beliefs and assumptions about teaching and personal experiences with teachers. Including why they want to become a teacher, their subject matter knowledge, experiences and characteristics that affect their development as a teacher.
- b. Explain the purposes and history of schooling in America, its governance and financial structure.
- c. Describe the multiple roles and functions of teachers and other school professionals in the school setting, including special education.
- d. Explain the impact of cultural contexts of students, teachers, and communities upon learning.
- e. Identify and apply professional standards, ethics and professionalism expected of teachers while visiting and observing classrooms and schools.
- f. Demonstrate proper protocols for visiting and observing in classrooms.
- g. Analyze the environmental challenges outside the classroom that impact student learning, and identify the community resources that address these challenges.
- h. Identify and explain how TPEs and CSTPs are implemented in real classroom environments.
- i. Recognize individual differences among students and identify strategies to address these differences.
- j. Demonstrate an understanding of educational issues in a global context.
- k. Observe and document the use of state adopted academic content and performance standards in K-12 classrooms.
- l. Compare and contrast classroom environments.
- m. Recognize and describe individual differences among students and identify strategies and

accommodations used to address these differences.

#### **IV. METHODS OF EVALUATION (TYPICAL)**

##### **A. FORMATIVE EVALUATION**

1. Quizzes
2. Logbook and journal of field experience
3. Midterm
4. Student presentations
5. Student papers

##### **B. SUMMATIVE EVALUATION**

1. Presentations
2. Written examinations

# **SOCSC - 110: Introduction to Elementary Education**

## Course Learning Outcomes

*Upon satisfactory completion of this course, the student should be prepared to:*

1. Explain the history, development and current role of public education in California and the United States.
2. Reflect on teaching pedagogy as practiced in the public school classroom.
3. Identify key learning modalities and intelligences.