

COURSE SYLLABUS

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| Course Title: | Integrated Skills | | Date submitted: | Spring 2014 (AAC: 14-25) |
| Department: | Humanities | | | |
| Curriculum: | ESL | | | |
| Course Descriptors: Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system. | Course Code: (eg. ACC 101) | | ESL*001 | |
| | Course Type: | | L | |
| | A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: M: Seminar Internship P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/ Clinical/Lab Z: Combined Lecture/Studio | | Prerequisites: | |
| | Elective Type: | | G | |
| | AH: Art History E: English FA: Fine Arts FL: Foreign Language G: General HI: History HU: Humanities LAS: Liberal Arts & Sciences M: Math S: Science SS: Social Science | | Limited proficiency in 3 of the 4 skill areas of English: speaking, reading, writing, and listening | |
| | Credit Hours: | | 3 | |
| | Developmental: (yes/no) | | No | |
| | Contact Hours: | | Lecture: 3 Clinical: 0 Lab: 0 Studio: 0 Other: 0 TOTAL: 3 | |
| | Class Maximum: | | 21 | |
| | Semesters Offered: | | F/S/Su | |
| Corequisites: | | None | | |
| Other Requirements: | | None | | |
| Ability-Based Education (ABE) Statement: | At Tunxis Community College students are assessed on the knowledge and skills they have learned. The faculty identified the General Education Abilities critical to students' success in their professional and personal lives. In every class, students are assessed on course abilities, sometimes program abilities, and, in most classes, at least one General Education Ability. Students will receive an evaluation of the degree to which they have demonstrated or not demonstrated that General Education Ability. | | | |
| Catalog Course Description: | This is the first course in the ESL curriculum. This course integrates the study of grammar, reading, writing, and speaking. The primary focus is the study of level-appropriate grammar topics including the following: present tense and present progressive verbs, verb forms for 'to be', common irregular verbs, yes/no and information questions, and common contractions. Students practice these structures in writing and speaking contexts. The secondary focus is on reading and listening to level-appropriate texts. Additionally, students learn functional vocabulary related to family, daily life and school. This course prepares students for ESL: Grammar II and ESL: Writing & Reading II. | | | |
| Topical Outline: List course content in outline format. | I. Grammar A. Verbs 1. Irregular verbs a. Present tense 'be' b. Present tense 'have' c. Present tense 'do' | | | |

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| | <ul style="list-style-type: none"> 2. Regular verbs <ul style="list-style-type: none"> a. Present tense b. Present progressive 3. Other verbs <ul style="list-style-type: none"> a. Can b. Want to c. Need to 4. Contractions with verbs 5. Introduction to past and future tenses B. Questions <ul style="list-style-type: none"> 1. Yes/No questions 2. Information questions 3. Intonational difference 4. 'Do' insertion C. Prepositions of location D. Nouns <ul style="list-style-type: none"> 1. Count 2. Non-count 3. Plural E. Common adverbs and adjectives II. Vocabulary contexts <ul style="list-style-type: none"> A. Acquaintances and school B. Family relationships C. Time and seasons D. Clothes E. Daily routines F. Travel G. Hobbies and occupations |
| <p>Outcomes: Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.</p> | <p>Upon successful completion of this course, the student will be able to do the following:</p> <p>COURSE:</p> <ul style="list-style-type: none"> 1. Recognize and produce simple sentences and questions 2. Recognize and produce vocabulary words associated with situational contexts in daily life 3. Write simple texts and emerging paragraphs using context-appropriate present tense and present progressive verbs 4. Access ESL materials in the library 5. Read and understand level-appropriate books and articles <p>PROGRAM: <i>(Numbering reflects Program Outcomes as they appear in the college catalog)</i></p> <p>GENERAL EDUCATION: <i>(Numbering reflects General Education Outcomes as they appear in the college catalog)</i></p> |
| <p>Evaluation: List how the above outcomes will be assessed.</p> | <p>Assessment will be based on the following criteria: Homework assignments, quizzes, and exams. The teacher may also use structured oral evaluations, listening comprehension evaluations, portfolios, and/or journals.</p> |

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| <p>Instructional Resources:</p> <p>List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.</p> | <p>Required: Room with Smartboard Desired: Language Lab</p> |
| <p>Textbook(s)</p> | <p>Refer to current academic year printout.</p> |