

# Spanish-American Institute

## ESL Course of Study and Curriculum

Revised: Winter 2016

Revised Summer 2017

**Note:**

All levels are available at all times in day and evening sessions. Specialized courses such as English Literacy and Business English are not offered at all times in day and evening sessions.

## SPANISH-AMERICAN INSTITUTE

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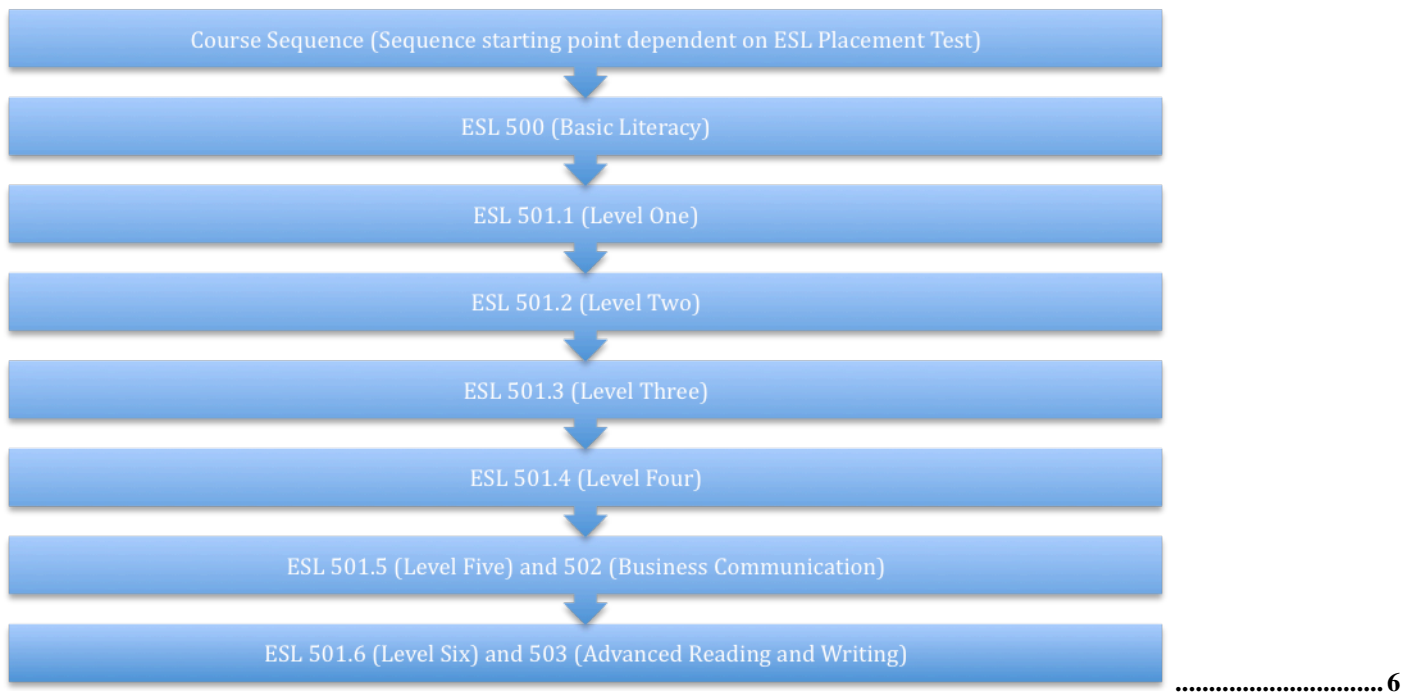
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A Not-For-Profit, Equal Educational Opportunity English Language School

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## Mission Statement

The Spanish-American Institute's mission is to provide effective English language skills training to individuals.

## Philosophy

The Institute believes that students are more likely to begin and to successfully complete English language training when English For Specific Purposes courses ([i.e. courses in other areas that are premised on language learning while having other content](#)) are combined with ESL-Only courses,.

## Objectives

The Institute implements this philosophy through:

- the establishment and maintenance of an effective faculty,
- the development of English For Specific Purposes business and computer courses as well as traditional ESL only courses., and
- the integration of a varied English as a Second Language course sequence.

The "Plus" courses of the ESL-Plus Course of Study have been reviewed within the context of English for Special Purposes (ESP) methodology and pedagogy. The curriculum components for the ESP courses have goals, objectives, and student learning outcomes that are **premised on language learning while having other content.**

## ESL Course of Study Goals

- *To provide a high quality, open-entry/open-exit, comprehensive course of instruction in American English for those whose native language is not English.*
- *To provide a learning environment where one can develop both his/her conversational skills and workplace skills.*
- *To provide effective educational advisement, career and professional information and guidance to English Language Learners.*

## ESL Course of Study Learning Outcomes

Students completing the ESL PLUS Course of Study will be able to communicate in English with accuracy, fluency and confidence.

### ***Course of Study Requirements for F-1 Student Visa Applicants with ESL-Plus (1920 hours)***

In order to pursue a full-time ESL-Plus course of study eligible for F-1 student visa application, students must:

- attend four hours per day, five days per week
- maintain satisfactory academic progress
- have English language skills acquisition as their primary educational objective
- consult with a Faculty Student-Services Associate to select an appropriate sequence of courses from among those ESL-only and ESL-plus courses listed in the catalog.

### ***Placement, Movement and Completion with the ESL Course of Study***

- Students begin studies at the level corresponding to their current language abilities as determined by the **CELSA placement test.**
- Students pass to the next level by successfully completing all course content.
- Students remain in the assigned level for the number of hours indicated unless the instructor recommends a higher level. In order to move to another level, students must demonstrate mastery of

student learning outcomes one of two ways:

- Successful score on bi-monthly assessment, or
- Successful completion of the assigned MyLab Activities.
- Students must complete 65% of the course hour terminal outcomes to maintain satisfactory academic progress. Therefore, the number of hours spent in each course will vary according to course placement at registration and individual achievement of terminal course outcomes.

### Course of Study Sequence



## 500 English Literacy (120 hours)

### *Course Description*

A basic introduction to English for students who have had little or no prior school experience in English.

**Prerequisite(s):** None.

### *Course Goals*

To develop students' basic ability to comprehend and respond appropriately to simplified spoken English and to produce basic spoken English in social situations; to develop students' basic ability to comprehend and analyze simplistic texts in English; to develop students' ability to recognize word order and simple sentence structure.

### *Course Objectives*

Students will learn fundamental literacy skills and basic communicative competence in English needed to successfully continue ESL instruction and/or to participate successfully in the workplace and community. By the end of the course, students should have developed basic receptive skills for listening and reading American English.

### *Student Learning Outcomes:*

Students will be able to:

- Recognize frequently used words, phrases and questions in familiar contexts.
- Respond appropriately to simple questions regarding personal information and present activities.
- State personal information; and ask for personal information.
- Use personal information to complete simple forms.
- Write basic personal information.
- Write simple sentences using personal information.
- Recognize personal information in print.

### *Instructional Methods*

Daily classes encourage application of newly-learned skills to everyday situations through conversation, reading, and writing. Language elements are introduced, used, and reused in different written, oral, and aural situations within contexts drawn from daily life. Instruction will be supplemented with companion ESL video and music recordings keyed to textbook units.

**Learning Activities:** roleplays, pair work, small group work, practice grammatical structures in context, controlled conversation practice, creative conversation practice, model and repeat, peer review, journals.

### *Assessment/Evaluation:*

Students are required to complete all in-class and homework assignments.

Students are required to take Unit Assessments at the end of each unit.

Students are required to take the Course Exit Exam.

**Grading:** The final grade is based on the following:

Class Participation	15%
Assignments	35%
Bi-monthly Assessments	30%
Exit Exam	20%
Total	100%

The grading scale is: A=90-100%, B+=85-89%, B=80-84%, C+=75-79%, C=70-74%, D=65-69%, F=60-64%

**\*\*Grade of C is required to move to the next level, in addition to successful completion of exit exam.**

**Textbook:** *Longman ESL Literacy*, Yvonne Wong Nishio, Pearson Longman, 2006 or comparable text.

## Course Outline

Weeks	Topics	Assignments and Tests
1-2	Unit 1: The Alphabet—recognize and say the letters of the alphabet, print capital and small letters, write first and last names, ask and answer questions about names, follow simple classroom instructions, the simple present of “to be,” possessive “’s,” questions with “what?.”	Unit 1 exercises
3-4	Unit 2: Numbers—read, say, and write numbers “0” through “9,” ask for and give personal information, ask for and give information about phone numbers and addresses, fill out a simple form, initiate and respond to greetings, questions with “what?” and “do you?,” short answers “Yes, I do” or “No, I don’t.”	Unit 2 exercises.
5-6	Unit 3: School—identify common classroom objects, identify and ask for the location of important school places, give information about the class and school, questions with “what/when/where?.”	Unit 3 exercises.
7-8	Unit 4: Time—tell time, ask for and give information about time, initiate and respond to greetings and leave-taking, identify and name common places in the community or neighborhood, read/say/write numbers “1-100,” simple present affirmative statements, questions with “when/what time?.”  <b>Review prior material for bi-monthly assessment.</b>	<b>Prior unit review exercises.</b> Unit 4 exercises. Week 8 bi-monthly assessment.
9-10	Complete Unit 4: Time. Unit 5: The Calendar—recognize/say/write the days of the week and months of the year (including abbreviations), say and give the date for today/yesterday/tomorrow, say and write one’s date and place of birth, ask for and give information about date and place of birth, past tense of “to be” questions with “do you?” with affirmative and negative answers, questions with “when/where?.”	Unit 4 exercises (continued...) Unit 5 exercises.
11-12	Unit 6: Money—read/write/say dollar and cent amounts, recognize and add combinations of coins and bills, read and write checks, sequence story events, ask for and give information about the cost of something, identify common money transactions types, make purchases with cash/check/credit cards, recognize and dismiss telemarketers or other solicitors, questions with “how much/how many/may I/do you have?.”	Unit 6 exercises.
	Unit 7: The Family—make inquiries and give	Unit 7 exercises.



13-15	information about the family, initiate and respond to introductions, use the telephone to ask for someone and respond to telephone inquiries, “this is (name relative),” questions with “who/how many, may I?.”	
16-18	<p><b>Review prior material for bi-monthly assessment.</b></p> <p><b>Unit 8: Food—identify common food and beverages, express personal likes and dislikes, order food and beverages at a restaurant, identify costs of food and beverages, identify the three basic meals, recognize singular and plural noun forms and forms of “to be,” questions with “how much?.”</b></p>	<p><b>Unit review exercises.</b></p> <p><b>Week 16 bi-monthly assessment.</b></p> <p><b>Unit 8 exercises.</b></p>
19-21	<p><b>Unit 9: Health—say and write the parts of the body, describe and write about feelings and common symptoms of illness or injuries, describe an emergency situation, make inquiries and give information about health, make a doctor’s appointment, call for emergency assistance, “what’s the matter?/what happened?,” questions with “how many, do you, can you?.”</b></p>	Unit 9 exercises.
22-24	<p>Unit 10: Work—identify common occupations, give information about work experiences, read and fill out job applications, use cursive handwriting with capital and small letters, write cursive script signature, imperatives, “do you want to be...?”</p> <p><b>Review prior material for bi-monthly assessment.</b></p>	<p><b>Unit 10 exercises.</b></p> <p><b>Unit review exercises.</b></p> <p>Week 24 bi-monthly assessment.</p>

## 501.1 English as a Second Language I (120 hours)

### Course Description

Prepares students to understand simple spoken phrases and respond to basic persona information questions.

**Prerequisite(s):** Placement test or ESL 500.

### Course Goal

To develop students' ability to comprehend and respond to spoken English on familiar topics, such as self, school, family, work and everyday activities; to develop students' ability to comprehend and appropriately use basic grammatical structures in both written and spoken English; to develop students' ability to identify key ideas in basic texts relating to everyday topics; and to develop students' ability to construct simple and compound sentences on a familiar topic or idea.

### Course Objectives

Students will listen, speak, read and write English at a beginning level.

### Student Learning Outcomes:

Students will be able to:

- State simple descriptions of people, places, routines, likes and dislikes.
- Respond appropriately to simple questions regarding personal information, present activities, past activities and home, family, work and hobbies.
- Recognize and identify key ideas in a short passage relating to self, home, family, work, and hobbies.
- Write simple sentences and compound sentences relating to self, home, family, work, hobbies and present and past activities.

### Instructional Methods

Daily classes encourage application of newly-learned skills to everyday situations through conversation, reading, and writing. Language elements are introduced, used, and reused in different written, oral, and aural situations within contexts drawn from daily life. Instruction will be supplemented with companion ESL video and music recordings keyed to textbook units.

**Learning Activities:** lecture listening, roleplays, pair work, small group work, practice grammatical structures in context, controlled conversation practice, creative conversation practice, model and repeat, peer review, journals, paragraph modeling.

### Assessment/Evaluation:

Students are required to complete all in-class and homework assignments.

Students are required to take Unit Assessments at the end of each unit.

Students are required to take the Course Exit Exam.

**Grading:** The final grade is based on the following:

Class Participation	15%
Assignments	35%
Unit Exams	30%
Exit Exam	20%
Total	100%

The grading scale is: A=90-100%, B+=85-89%, B=80-84%, C+=75-79%, C=70-74%, D=65-69%, F=60-64%

\*\*Grade of C is required to move to the next level, in addition to successful completion of exit exam.

**Textbook:** *WorldView 1* (or comparable text), Pearson Education, 2002.

## Course Outline

Weeks	Topics	Assignments and Tests
1	<u>Unit 1: Here's My Card</u> Greetings and leave-takings, introductions; names; the alphabet; "be" simple present, affirmative statements, subject pronouns	<u>WorldView Unit 1 Exercises:</u>
2	<u>Unit 2 Title: Meeting People</u> People introducing themselves and saying what they do ; "be" simple present; subject pronouns; indefinite articles	<u>WorldView Unit 2 Exercises:</u>
3	<u>Unit 3 Title: Around The World</u> Nationalities and countries; "be" simple present; Yes/No questions; short answers and negative statements	<u>WorldView Unit 3 Exercises:</u>
4	<u>Unit 4 Title: Setting Up a Home Office</u> Office objects; numbers 20-99; plurals; "wh-" questions <u>Review 1: units 1-4</u>	<u>WorldView 4 Exercises:</u>
5	<u>Unit Title: Favorite Things</u> Free-time activities; possessive adjectives and possessive "'s"	<u>WorldView 5 Exercises:</u>
6	<u>Unit 6 Title: Interesting Places</u> Adjectives describing places in the city ; There is/There are	<u>WorldView 6 Exercises:</u>
7	<u>Unit 7 Title: Office . . . or Living Room?</u> Furniture in an office or living room; prepositions of location	<u>WorldView 7 Exercises:</u>
8	<u>Unit 8 Title: Celebrations</u> Holiday celebrations; affirmative statements in simple present <b>Review 2</b>	<u>WorldView 8 Exercises:</u>  <b>Bi-Monthly Assessment</b>
9	<u>Unit 9 Title: The Collectors</u> Objects people collect; numbers 100-1,000,000; simple present Y/N questions, short answers, and negative statements	<u>WorldView 9 Exercises:</u>
10	<u>Unit 10 Title: The Modern World</u> Words related to communication; "wh-" questions in simple present	<u>WorldView Exercises:</u>
11	<u>Unit 11 and 12 Titles: Traveling and Shopping</u> Things taken on vacation; types of transportation; clothes and sizes; "a/an/some/any"; demonstrative adjectives, "this/that/these/those"	<u>WorldView 11 &amp; 12 Exercises:</u>
12	<u>Unit 13 Title: How sweet it is!</u>  <b>Food: count and non-count nouns; quantifiers "much/many/a lot of"; Review 3</b>	<u>WorldView 13 Exercises:</u>
13	<u>Unit 14 Title Job Exchange</u>  <b>Job duties: modal "can" for ability; World of</b>	<u>WorldView 14 Exercises:</u>

	<b>Music 2</b>	
14	<u>Units 15 &amp; 16 Titles:</u> Family & In a Cafe Family members; food and drink; present continuous and modals “would like/will have/ can” for ordering	<u>WorldView 15 &amp; 16 Exercises:</u>
15	<u>Unit 17 Title:</u> Hurricane Weather, seasons; action and non-action verbs;	<u>WorldView 17 Exercises:</u>
16	<u>Unit 18 Title:</u> Memories <b>Clothes; memorable possessions, people, and events; “be” simple past; Review 4</b>	<u>WorldView 18 Exercises:</u>  Bi-Monthly Assessment
17	<u>Units 19 &amp; 20 Titles:</u> A day in the life of . . . & Love At First Sight Everyday activities; simple past of regular and irregular verbs (affirmative and negative); real-life love story and common irregular verbs	<u>WorldView Exercises:</u>
18	Review 5 <u>Unit 21 Title:</u> Life and Times Important life events; simple past questions	<u>WorldView 21 Exercises:</u>
19	<u>Unit 22 Title:</u> It’s On the Right Parts of a building, asking directions, and ordinal numbers 1 <sup>st</sup> -10 <sup>th</sup> ; imperatives; directions and prepositions of movement  <b>World of Music 3</b>	<u>WorldView 22 Exercises:</u>
20	<u>Unit 23 Title:</u> Big Plans Life changes; “be going to” for future	<u>WorldView 23 Exercises:</u>
21	<u>Unit 24 Title:</u> A New Year Dates, months, and time; ordinal numbers 11 <sup>th</sup> -31 <sup>st</sup> ; prepositional phrases with time	<u>WorldView 24 Exercises:</u>
22	<u>Units 25 &amp; 26 Titles:</u> Be My Guest & North and South Asking and responding; adjectives describing a country : “can/could” modals for permissions and requests; comparative adjectives	<u>WorldView 25 &amp; 26 Exercises:</u>
23	<u>Unit 27 Title:</u> The Best Food in Town Adjectives describing restaurants; superlative adjectives  <b>World of Music 4</b>	<u>WorldView 27 Exercises:</u>
24	<u>Unit Title:</u> On the Phone Telephoning; present continuous for future  <b>Review 7</b>	<u>WorldView 28 Exercises:</u>  Bi-Monthly Assessment

## 501.2 English as a Second Language II (120 hours)

### Course Description

Prepares students to communicate using routine statements related to personal needs, desires, and feelings in familiar social contexts.

**Prerequisite(s):** Placement Test or ESL I.

### Course Goals

To improve students' ability to comprehend and respond appropriately to high-beginning spoken English and to improve students' ability to use spoken English in real world situations; to improve students' ability to use grammatical structures necessary for expressing the present, the future and the past time; to develop students' ability to comprehend and analyze high beginning texts.

### Course Objectives

Students will understand, speak, read and write at a basic or high beginning level.

### Student Learning Outcomes:

Students will be able to:

- Express simple statements and questions in the present, past and future time frame related to basic needs and common activities, using previously learned phrases.
- Communicate needs and activities using appropriate time frame and vocabulary.
- Employ simple clarification requests to determine meaning of question or statement.
- Recognize words that signal differences between present, past and future.
- Respond appropriately using present, past and future on familiar topics.
- Interpret short paragraphs on familiar topics.
- Identify sequence of events in short readings.
- Examine authentic documents to locate specific information.
- Produce a paragraph on a familiar topic.

### Instructional Methods

An integrated cumulative skills development methodology increases language retention and fluency by stimulating students to make meaning from a new language through active learning activities. Recorded listening passages build on vocabulary and ideas from background material and exercises. Students work individually, in pairs, and in small groups on guided, linked activities built around each unit's theme.

**Learning Activities:** lecture listening, roleplays, pair work, small group work, practice grammatical structures in context, controlled conversation practice, creative conversation practice, model and repeat, peer review, journals, paragraph modeling, peer review.

### Assessment/Evaluation:

Students are required to complete all in-class and homework assignments.

Students are required to take Unit Assessments at the end of each unit.

Students are required to take the Course Exit Exam.

**Grading:** The final grade is based on the following:

Class Participation	15%
Assignments	35%
Unit Exams	30%
Exit Exam	20%
Total	100%

The grading scale is: A=90-100%, B+=85-89%, B=80-84%, C+=75-79%, C=70-74%, D=65-69%, F=60-64%  
 \*\*Grade of C is required to move to the next level, in addition to successful completion of exit exam.  
 Students may be eligible for early exit based on successful completion of MyLab activities or early Exit Exam.

**Textbooks:** P. Merdinger and L. Barton, *NorthStar: Listening & Speaking Level I and Reading & Writing Level I* (3rd Edition), Longman, 2009 (or comparable).

## Course Outline

Each of the text's nine units is divided into the sections listed under "Topics" for weeks 1-3, applying the same format to different themes and content. : (Teacher will coordinate and integrate Listening & Speaking and Reading & Writing units corresponding to the Listening & Speaking units listed below).

Week	<b>Topics</b> <b>Assignments and Tests</b> <i>Note: All subsequent units will be organized like Unit 1.</i>	
1-2	<u>Unit 1 Theme:</u> "Faraway Friends" <u>Focus on the Topic:</u> Predicting—discussion from visual prompt Sharing Information—individual and group Preparing to Listen Background Reading and Vocabulary for Comprehension <u>Focus on Listening</u> <u>Listenings One and Two:</u> Listening for Main Ideas Listening for Details Listening Between the Lines Linking Listening One and Two <u>Focus on Speaking</u> Vocabulary Grammar—present and past of "to be" Speaking (Pronunciation-- <i>Rhythm</i> , Function— <i>Asking for More Information</i> , Production-- <i>Introductions</i> , Alternative Speaking Topics, Research Topics)	<ol style="list-style-type: none"> <li>1. Share information about visiting or living in another country.</li> <li>2. Interpret graphics and read about Friendship Force Member Countries</li> <li>3. Listen for main ideas, for details, make inferences, and express opinions,</li> <li>4. Integrate listenings one and two.</li> <li>5. Vocabulary cloze exercise.</li> <li>6. Expand a theme orally and in writing.</li> <li>7. Use correct form of "be" in a Cloze passage.</li> <li>8. Practice introductions using correct rhythm.</li> <li>9. Ask for more information.</li> <li>10. Introduce a friend to two classmates.</li> </ol>
3	<u>Unit 2 Theme:</u> <i>Recycled Fashion</i>	
4	<u>Unit 3 Theme:</u> <i>Rap Music</i>	
5-6	<u>Unit 4 Theme:</u> <i>Something Valuable</i>	

7-9	<u>Unit 5 Theme:</u> <i>Together is Better</i>	<b>Bi-monthly assessment, week 8.</b>
10-12	<u>Unit 6 Theme:</u> <i>Thinking Young: Creativity in Business</i>  Bi-Monthly exam, week 8	
13-15	<u>Unit 7 Theme:</u> <i>Planting Trees for Peace</i>	
16-18	<u>Unit 8 Theme:</u> <i>Driving You Crazy</i>	<b>Bi-monthly assessment, week 16.</b>
19-21	<u>Unit 9 Theme:</u> <i>Only Child—Lonely Child?</i>	
22-24	<u>Unit 10 Theme:</u> <i>The Beautiful</i> Review for exam.	<b>Bi-monthly assessment, week 24.</b>

rev. 2/04, 2/07, 4/10, 4/11, 2/2012

## 501.3 English as a Second Language III (120 hours)

### *Course Description*

Prepares students to communicate in familiar job, social or everyday situations in standard American English. Prerequisite(s): Placement Test or ESL II.

### *Course Goals*

To broaden students' ability to comprehend and respond appropriately to spoken English and to use spoken English in a variety of work and social situations; to broaden students' ability to comprehend and use grammatical structures in written and spoken English in non-academic settings; to broaden students' ability to comprehend texts in English; to increase students' fluency in producing written language.

**Prerequisite(s):** Placement Test or ESL II.

### *Course Objectives*

Students will read and listen to a variety of sources with general understanding; express ideas orally and in written form with fluency.

### *Student Learning Outcomes:*

Students will be able to:

- Recognize main ideas and details in conversations and short lectures.
- Communicate needs, activities and events using appropriate time frame and vocabulary.
- Employ clarification strategies.
- Apply linguistic, socio-cultural and other background knowledge and strategies to understand the intent of a speaker and to respond appropriately.
- Speak so others can understand by recalling and using limited vocabulary including words related to common, everyday topics, personal experience, know and use basic grammar and sentence structure and appropriate level of formality.
- Interpret short paragraphs on familiar topics.
- Predict meanings of unfamiliar vocabulary with contextual clues.
- Identify sequence of events in short readings.
- Examine authentic documents to locate specific information.
- Convey ideas in a paragraph with detailed information.

### *Instructional Methods*

An integrated cumulative skills development methodology increases language retention and fluency by stimulating students to make meaning in a new language through active learning activities. Recorded listening passages build on vocabulary and ideas from background material and exercises. Students work individually, in pairs, and in small groups on guided, linked activities built around each unit's theme. Instruction is supplemented with ESL audio and video material keyed to textbook units.

**Learning Activities:** lecture listening, roleplays, pair work, small group work, practice grammatical structures in context, controlled conversation practice, creative conversation practice, model and repeat. journals, process writing, peer review.

### *Assessment/Evaluation:*

Students are required to complete all in-class and homework assignments.

Students are required to take Unit Assessments at the end of each unit.

Students are required to take the Course Exit Exam.



**Grading:** The final grade is based on the following:

Class Participation	15%
Assignments	35%
Unit Exams	30%
Exit Exam	20%
Total	100%

The grading scale is: A=90-100%, B+=85-89%, B=80-84%, C+=75-79%, C=70-74%, D=65-69%, F=60-64%

\*\*Grade of C is required to move to the next level, in addition to successful completion of exit exam.

Students may be eligible for early exit based on successful completion of MyLab activities or early Exit Exam.

**Textbook:** *NorthStar Listening & Speaking Level II and Reading & Writing Level II (3rd Edition.*, Pearson Education, (or comparable text). (formerly NorthStar: Basic/Low Intermediate)

## Course Outline

(Teacher will coordinate and integrate Listening & Speaking and Reading & Writing units corresponding to the Listening & Speaking units listed below).

Week	Topics	Assignments and Tests
1-3	Introduction to NorthStar method. NorthStar Unit 1 Theme: Work Communication Focus: making predictions, expressing and defending opinions Grammar Focus: descriptive adjectives Unit 1 Video Sequence.	NorthStar unit exercises.  Student video activity sheet.
4-5	NorthStar Unit 2 Theme: The Country and the City Communication Focus: sharing opinions, expressing agreement with “too” and “not either”; making past tense statements Grammar Focus: simple past tense Unit 2 Video Sequence	NorthStar unit exercises.  Student video activity sheet.
6-7	NorthStar Unit 3 Theme: Money Communication Focus: making suggestions and coming to an agreement, comparing products, asking and answering questions Grammar Focus: comparative adjectives Unit 3 Video Sequence	NorthStar unit exercises.  Student video activity sheet.
8	Review, Units 1-3 Drafting, editing, and re-writing short essay.	Write short essay based on topic assigned by teacher (part of bi-monthly grade) Bi-monthly assessment
9-10	NorthStar Unit 4 Theme: Animals Communication Focus: expressing opinions, constructing and performing a dialogue, asking for more information, asking and answering information questions Unit 4 Video Sequence	NorthStar unit exercises.  Student video activity sheet.
11-12	NorthStar Unit 5 Theme: Cell Phone Etiquette Communication Focus: comparing and discussing solutions, expressing likes and dislikes Grammar Focus: verbs plus gerunds and infinitives Unit 5 Video Sequence	NorthStar unit exercises.  Student video activity sheet.

13-14	NorthStar Unit 6 Theme: Male and Female Roles Communication Focus: making predictions, expressing opinions, using intonation to denote attitude, agreeing and disagreeing, asking and answering questions about daily habits Grammar Focus: adverbs and expressions of frequency Unit Video Sequence	NorthStar unit exercises.  Student video activity sheet.
15	NorthStar Unit 7 Theme: Food Communication Focus: making predictions, sharing opinions, comparing and discussing solutions, politely expressing wants, discussing a shopping list Grammar Focus: count and non-count nouns	NorthStar unit exercises.
16	Review, Units 4-7 (partial unit 7) Drafting, editing, and re-writing short essay.	Write short essay based on topic assigned by teacher (part of bi-monthly grade) Bi-monthly assessment
17	NorthStar Unit 7 continued.  Unit 7 Video Sequence	NorthStar unit exercises.  Student video activity sheet.
18-19	NorthStar Unit 8 Theme: Travel Communication Focus: making polite requests, conducting and interview, agreeing and disagreeing, asking and answering travel questions Grammar Focus: “can/can’t” Unit 8 Video Sequence	NorthStar unit exercises. Handbook reading and exercises corresponding to grammar focus of NorthStar text Student video activity sheet
20-21	NorthStar Unit 9 Theme: Health and Illness Communication Focus: making predictions and expressing opinions, expressing concern about health, giving and receiving advice Grammar Focus: “should/ought to/have to” Unit 9 Video Sequence	NorthStar unit exercises.  Student video activity sheet.
22-23	NorthStar Unit 10 Theme: Endangered Languages Communication Focus: sharing background information, making predictions and expressing opinions, giving examples to explain a general statement, interpreting statistics Unit 10 Video Sequence	NorthStar unit exercises.  Student video activity sheet.
24	Review, Units 8-10. Drafting, editing, and re-writing short essay.	Write a short essay based on topic assigned by teacher (part of bi-monthly grade) Bi-monthly assessment

rev. 2/05, 2/07, 4/10, 2/2012

## 501.4 English as a Second Language IV (120 hours)

### *Course Description*

Prepares students to respond to multi-step directions and communicate using formal and information language in a variety of situations. Students follow written instructions, read narratives and interpret material.

**Prerequisite(s):** Placement Test or ESL III.

### *Course Goals*

To deepen students' ability to comprehend and respond appropriately to natural, authentic spoken English; to use spoken English in a variety of social, school, and professional settings; to deepen students' ability to comprehend and use grammatical structures in both written and spoken English in various contexts; to deepen students' ability to comprehend and analyze authentic texts; to deepen students' ability to organize information and produce summaries.

### *Course Objectives*

Students will read and listen to a variety of sources; express his/her ideas orally and in written form with fluency and clarity.

### *Student Learning Outcomes:*

Students will be able to:

- State detailed descriptions of events, activities and personal experiences.
- Identify main ideas and some details of extended conversations and broadcasts.
- Employ clarification strategies.
- Speak so others can understand to recall and use high-frequency vocabulary, display control of basic grammar and a variety of sentence types.
- Read with understanding to decode and recognize most everyday and some unfamiliar words.
- Identify sequence of events in extensive readings.
- Examine and analyze authentic documents to locate specific information.
- Determine the purpose and audience for communicating in writing.
- Convey ideas in a short essay with detailed information.
- Identify and modify sentences for time frame errors and mechanics, such as spelling, punctuation and capitalization.

### *Instructional Methods*

An integrated cumulative skills development methodology increases language retention and fluency by stimulating students to make meaning from a new language through active learning activities. Recorded listening passages build on vocabulary and ideas from background material and exercises. Students work individually, in pairs, and in small groups on guided, linked activities built around each unit's theme. Instruction will be supplemented with ESL audio and video material keyed to textbook units

**Learning Activities:** lecture listening, note taking roleplays, pair work, small group work, practice grammatical structures in context, creative conversation practice, model and repeat, journals, process writing, peer review.

### *Assessment/Evaluation:*

Students are required to complete all in-class and homework assignments.

Students are required to take Unit Assessments at the end of each unit.

Students are required to take the Course Exit Exam.

**Grading:** The final grade is based on the following:

Class Participation	15%
Assignments	35%
Unit Exams	30%
Exit Exam	20%
Total	100%

The grading scale is: A=90-100%, B+=85-89%, B=80-84%, C+=75-79%, C=70-74%, D=65-69%, F=60-64%

\*\*Grade of C is required to move to the next level, in addition to successful completion of exit exam.

Students may be eligible for early exit based on successful completion of MyLab activities or early Exit Exam.

**Textbook:** *NorthStar: Listening & Speaking Level III and Reading & Writing Level III 3rd Edition*, (or comparable text). (formerly *NorthStar: Intermediate*)

## Course Outline

(Teacher will coordinate and integrate Listening & Speaking and Reading & Writing units corresponding to the Listening & Speaking units listed below).

Week	Topics	Assignments and Tests
1-3	NorthStar Unit 1 Theme: Advertising Communication Focus: making predictions, offering advice with imperatives, inferring word meaning, supporting answers with lecture information, comparing and contrasting, etc. Grammar Focus: imperatives Unit 1 Video Sequence.	NorthStar unit exercises. Handbook reading and exercises for unit grammar Student video activity sheet.
4-5	NorthStar Unit 2 Theme: Extreme Sports Communication Focus: discussing sports, elaborating extemporaneously, questioning preferences, defending opinions, inferring information, correlating examples, ranking activities, etc. Grammar Focus: modals of preference Unit 2 Video Sequence	NorthStar unit exercises. Handbook reading and exercises for unit grammar Student video activity sheet
6-7	NorthStar Unit 3 Theme: Fraud Communication Focus: sharing experiences, making predictions, recounting experiences, defending opinions, facilitating discussion, making comparisons, inferring meaning, hypothesizing outcomes, etc. Grammar Focus: equatives and comparatives Unit 3 Video Sequence	NorthStar unit exercises. Handbook reading and exercises for grammar focus of NorthStar text. Student video activity sheet.
8	Review, Units 1-3 Drafting, editing, and re-writing short essay.	Write short essay based on topic assigned by teacher (part of bi-monthly grade) Bi-monthly Assessment
9-10	NorthStar Unit 4 Theme: Storytelling Communication Focus: making predictions; storytelling with adjectives, adverbs, and details; composing descriptive sentences; making statements of purpose, recording a story summary, analyzing storytelling techniques, analyzing and describing characters, matching actions to consequences, etc. Grammar Focus: infinitives of purpose Unit 4 Video Sequence	NorthStar unit exercises.  Student video activity sheet.
11-12	NorthStar Unit 5 Theme: Language Communication Focus: making predictions, comparing past	NorthStar unit exercises.

	and present abilities with modals, presenting a plan, etc. Grammar Focus: modals of ability and possibility Unit 5 Video Sequence	Student video activity sheet.
13-14	NorthStar Unit 6 Theme: Tourism (first half of unit) Communication Focus: making predictions, defending opinions, using transition, summarizing an interview, reevaluating advantages and disadvantages, interpreting word usage, analyzing and proposing solutions Grammar Focus: simple past tense Unit 6 Video Sequence	NorthStar unit exercises.  Student video activity sheet.
15	NorthStar Unit 7 Theme: Humor Communication Focus: making predictions, sharing opinions, giving examples, discussing preferences, asking for repetition or clarification, etc. Grammar Focus: “Wh-“ questions	NorthStar unit exercises.
16	Review, Units 4-7 (includes first half of unit 7) Drafting, editing, and re-writing short essay.	Write short essay based on topic assigned by teacher (part of bi-monthly grade) Bi-monthly assessment
17	NorthStar Unit 7 (second half of unit continued) Unit 7 Video Sequence	NorthStar unit exercises. Student video activity sheet.
18-19	NorthStar Unit 8 Theme: Fashion Communication Focus: making predictions, expressing opinions, giving impromptu definitions, manipulating intonations for meaning, comparing and contrasting, analyzing word ,interpreting significance Grammar Focus: “used to” Unit 8 Video Sequence	NorthStar unit exercises  Student video activity sheet
20-21	NorthStar Unit 9 Theme: Punishment Communication Focus: sharing background information, making predictions and expressing opinions, supporting opinion, asking and answering questions, summarizing observations, recognizing personal assumptions, evaluating argument’s persuasiveness, comparing and contrasting past and present practices Grammar Focus: present perfect tense Unit 9 Video Sequence	NorthStar unit exercises.  Student video activity sheet.
22-23	NorthStar Unit 10 Theme: Marriage Communication Focus: making predictions and expressing opinions, using word stress for meaning, interrupting politely, interpreting quotations, supporting opinions with information, developing arguments for or against an issue, evaluating the quality of arguments Grammar Focus: articles Unit 10 Video Sequence	NorthStar unit exercises.  Student video activity sheet.
24	Review, Units 8-10. Drafting, editing, and re-writing short essay.	Write short essay based on topic assigned by teacher (part of bi-monthly assessment) Bi-monthly Assessment

rev. 2/05, 2/07, 2/08, 4/10, 2/2012

## 501.5 English as a Second Language V (120 hours)

### *Course Description*

Prepares students to understand sustained conversations and instructions and to communicate independently in various situations. Students apply reading strategies and critical thinking skills. Students write and edit an organized piece of writing.

**Prerequisite(s):** Placement Test or ESL IV.

### *Course Goals*

To expand students' ability to comprehend and respond timely and appropriately to natural, authentic spoken English; to use spoken English in a variety of social, school and professional settings; to expand students' ability to comprehend and use grammatical structures in both written and spoken English in social, entry-level office employment, further non-academic studies, personal enjoyment or cultural enrichment and professional contexts; to expand students' ability to comprehend, analyze and synthesize authentic texts; to deepen students' ability to organize information and produce summaries.

### *Course Objectives*

Students will listen, speak, read and write at a high intermediate level. Students will communicate effectively and appropriately in standard American English.

### *Student Learning Outcomes:*

Students will be able to:

- State detailed descriptions of events, activities and experiences.
- Identify main ideas and details of extended conversations, lectures and broadcasts.
- Apply linguistic, socio-cultural and other background knowledge and strategies to understand fully the literal and implied intent of the speaker.
- Employ clarification strategies.
- Respond timely and appropriately using present, past and future and modal forms on social, and professional topics.
- Interpret short paragraphs on social, professional and school topics.
- Speak so others can understand to recall and use sufficient wide-ranging vocabulary as well as control of basic grammar and a variety of sentence types.
- Predict meanings of unfamiliar vocabulary with contextual clues.
- Identify sequence of events in extensive readings and lectures.
- Examine and analyze authentic documents to locate specific detailed information.
- Convey ideas in an essay.
- Identify and modify written work for structural errors and mechanics, such as spelling, punctuation and capitalization.

### *Instructional Methods*

An integrated cumulative skills development methodology increases language retention and fluency by stimulating students to make meaning from a new language through active learning activities. Recorded listening passages build on vocabulary and ideas from background material and exercises. Students work individually, in pairs, and in small groups on guided, linked activities built around each unit's theme. Instruction will be supplemented with ESL audio and video material keyed to textbook units.

**Learning Activities:** lecture listening, note taking, pair work, small group work, practice grammatical structures in context, application activities with grammatical structures, creative conversation practice, journals, process writing, peer review, self-review.

## Assessment/Evaluation:

Students are required to complete all in-class and homework assignments.

Students are required to take Unit Assessments at the end of each unit.

Students are required to take the Course Exit Exam.

**Grading:** The final grade is based on the following:

Class Participation	15%
Assignments	35%
Unit Exams	30%
Exit Exam	20%
Total	100%

The grading scale is: A=90-100%, B+=85-89%, B=80-84%, C+=75-79%, C=70-74%, D=65-69%, F=60-64%

\*\*Grade of C is required to move to the next level, in addition to successful completion of exit exam.

Students may be eligible for early exit based on successful completion of MyLab activities or early Exit Exam.

**Textbook:** *NorthStar: Listening & Speaking and Reading & Writing Level IV, 3rd Edition*, (or comparable text). (formerly *NorthStar: High Intermediate*)

## Course Outline

(Teacher will coordinate and integrate Listening & Speaking and Reading & Writing units corresponding to the Listening & Speaking units listed below).

Weeks	Topics	Assignments and Tests
1-3	Review of NorthStar method. NorthStar Unit 1 Theme: Media Communication Focus: making predictions, summarizing points, making inferences and interpreting data, expressing and defending opinions. Grammar Focus: passive voice. Unit 1 Video Sequence.	NorthStar unit exercises.  Student video activity sheet.
4-5	NorthStar Unit 2 Theme: Overcoming Obstacles Communication Focus: making predictions; analyzing narrative techniques in an essay; hypothesizing another's point of view; analyzing sensitive language (pertaining to disabilities); inferring meaning not explicit in the text, comparing and contrasting (life histories); framing contrasting points of view; using synonyms, parallelism, and prepositional phrases to enrich a narrative. Grammar Focus: gerunds and infinitives Unit 2 Video Sequence	NorthStar unit exercises.  Student video activity sheet
6-7	NorthStar Unit 3 Theme: Medicine Communication Focus: making contrastive statements with appropriate intonation, interrupting politely to clarify or confirm information, interpreting a cartoons and a quotation, comparing and contrasting Grammar Focus: present unreal conditionals Unit 3 Video Sequence	NorthStar unit exercises.  Student video activity sheet.
8	Review, Units 1-3 Drafting, editing, and re-writing essay.	Write an essay based on topic assigned by teacher (to become part of bi-monthly grade) Bi-monthly Assessment

9-10	<p>NorthStar Unit 4 Theme: Natural Disasters</p> <p>Communication Focus: using context clues to guess meaning, analyzing a speaker's emotions, inferring meaning from context, hypothesizing another's point of view, making judgments, supporting opinions with information from reports, sharing personal experiences and fears, expressing reactions to news</p> <p>Grammar Focus: adjective clauses</p> <p>Unit 4 Video Sequence</p>	<p>NorthStar unit exercises.</p> <p>Student video activity sheet.</p>
11-12	<p>NorthStar Unit 5 Theme: Conservation</p> <p>Communication Focus: interpreting quotations, drawing conclusions, supporting generalizations with examples, analyzing symbolism in a poem, reading or reciting a poem aloud</p> <p>Grammar Focus: advisability in the past using past modals</p> <p>Unit 5 Video Sequence</p>	<p>NorthStar unit exercises.</p> <p>Student video activity sheet.</p>
13-14	<p>NorthStar Unit 6 Theme: Philanthropy</p> <p>Communication Focus: making judgments, identifying personal assumptions (about philanthropy), correlating abstract principles with concrete examples, comparing and contrasting information, asking for clarifications using tag questions, using gambits to indicate priorities</p> <p>Grammar Focus: tag questions</p> <p>Unit 6 Video Sequence</p>	<p>NorthStar unit exercises.</p> <p>Student video activity sheet.</p>
15	<p>NorthStar Unit 7 Theme: Education (1<sup>st</sup> half of unit)</p> <p>Communication Focus: defining notions of intelligence, identifying and analyzing assumptions (about intelligence), connecting principles (of emotional intelligence) to specific behaviors, analyzing past encounters according to principles (of emotional intelligence), using opening gambits to restate information for clarification or emphasis, restating quotations</p> <p>Grammar Focus: direct and indirect speech</p>	<p>NorthStar unit exercises.</p>
16	<p>Review, Units 4-7 (partial unit 7)</p> <p>Drafting, editing, and re-writing short essay.</p>	<p>Write short essay based on topic assigned by teacher (to become part of bi-monthly assessment)</p> <p>Bi-monthly assessment</p>
17	<p>NorthStar Unit 7 (2<sup>nd</sup> half of unit)</p> <p>Unit 7 Video Sequence</p>	<p>NorthStar unit exercises.</p> <p>Student video activity sheet.</p>
18-19	<p>NorthStar Unit 8 Theme: Food</p> <p>Communication Focus: identifying and analyzing (food) trends, relating general factors to specific behaviors, comparing traditional and contemporary (food) practices, comparing and contrasting (restaurants), inferring situational context</p> <p>Grammar Focus: phrasal verbs</p>	<p>NorthStar unit exercises</p> <p>Student video activity sheet</p>



	Unit 8 Video Sequence	
20-21	<p>NorthStar Unit 9 Theme: Immigration  Communication Focus: recognizing personal assumptions, inferring meaning, analyzing language usage, comparing and contrasting (2 immigrant experiences), proposing solutions, practicing gambits to hesitate in response to a questions, asking and answering questions about data.  Grammar Focus: present and past—contrasting verb tenses  Unit 9 Video Sequence</p>	<p>NorthStar unit exercises.   Student video activity sheet.</p>
22-23	<p>NorthStar Unit 10 Theme: Technology  Communication Focus: interpreting cartoons, comparing opinions (about technology), analyzing paradox (in a poem), making judgments, drawing conclusions, defining a problem and proposing a solution, discussing probable future outcomes, practicing gambits to express frustration  Grammar Focus: future perfect and future progressive  Unit 10 Video Sequence</p>	<p>NorthStar unit exercises.   Student video activity sheet.</p>
24	<p>Review, Units 8-10.  Drafting, editing, and re-writing short essay.</p>	<p>Write short essay based on topic assigned by teacher (to become part of bi-monthly grade)  Bi-monthly assessment</p>

2/05, 2/07, 2/08, 4/10

## 501.6 English as a Second Language VI (120 hours)

### *Course Description*

Prepares students to understand and communicate independently in authentic situations. Students apply reading strategies and critical thinking strategies when reading materials from a variety of sources. Students write and present their ideas with fluency and clarity. Prerequisite(s): ESL Placement Test or ESL V.

### *Course Goals*

To enhance students' ability to comprehend, analyze and respond timely and appropriately to natural, authentic spoken English in a wide variety of settings; to broaden students' spoken English through the employment of appropriate stress, rhythm and intonation patterns; to enhance students' ability to comprehend and correctly use grammatical structures in social, school and professional contexts; to expand students' ability to comprehend, analyze and synthesize authentic texts in a wide variety of settings; to deepen students' ability to organize information, produce summaries and evaluations; to increase students' ability to produce written language for a variety of settings.

### *Course Objectives*

Students will listen, speak, read, and write using longer compound and complex sentences and more extensive vocabulary than expected of ESL V students. They will apply language skills at a higher level of critical thinking to make predictions, express and defend opinions, summarize information, retell a conversation, and compare and contrast.

### *Student Learning Outcomes:*

Students will be able to:

- State detailed descriptions of events, activities and experiences with both fluency and clarity.
- Identify main ideas, and supporting details of extended conversations, lectures and broadcasts.
- Employ discourse connectors.
- Use advanced strategies to repair gaps in understanding, to ask questions to deepen comprehension and to give feedback appropriate to the situation.
- Respond timely and appropriately using a wide variety of grammatical structures and vocabulary.
- Interpret readings on social, professional and school topics.
- Predict content in readings.
- Identify events and activities in extensive readings and lectures.
- Examine, analyze and synthesize authentic documents to locate specific detailed information.
- Convey ideas in an organized essay with a clear thesis, supporting ideas and details.
- Identify and modify written work for organizational and grammatical errors and mechanics, such as spelling, punctuation and capitalization.

### *Instructional Methods*

An integrated cumulative skills development methodology increases language retention and fluency by stimulating students to make meaning from a new language through active learning activities. Recorded listening passages build on vocabulary and ideas from background material and exercises. Students work individually, in pairs, and in small groups on guided, linked activities built around each unit's theme.

Instruction will be supplemented with ESL audio and video material keyed to textbook units

**Learning Activities:** lecture listening, note taking, pair work, small group work, practice grammatical structures in context, application activities with grammatical structures, creative conversation practice, journals, process writing, peer review, self-review.

## Assessment/Evaluation:

Students are required to complete all in-class and homework assignments.

Students are required to take Unit Assessments at the end of each unit.

Students are required to take the Course Exit Exam.

**Grading:** The final grade is based on the following:

Class Participation	15%
Assignments	35%
Unit Exams	30%
Exit Exam	20%
Total	100%

The grading scale is: A=90-100%, B+=85-89%, B=80-84%, C+=75-79%, C=70-74%, D=65-69%, F=60-64%

\*\*Grade of C is required to move to the next level, in addition to successful completion of exit exam.

Students may be eligible for early exit based on successful completion of MyLab activities or early Exit Exam.

**Textbook:** *NorthStar: Listening & Speaking and Reading & Writing Level V, 3rd Edition*, (or comparable text); *Longman Dictionary of American English now with Thesaurus*, 3<sup>rd</sup> or later edition, Pearson, 2004 (recommended). (formerly *NorthStar: Advanced*)

## Course Outline

(Teacher will coordinate and integrate Listening & Speaking and Reading & Writing units corresponding to the Listening & Speaking units listed below).

Week	Topics	Assignments and Tests
1-3	Review of NorthStar method. NorthStar Unit 1 Theme: The Internet and Other Addictions Communication Focus: making predictions, expressing and defending opinions, using vocabulary in guided conversation, conducting a survey and reporting results, etc. Grammar Focus: wish statements (expressing unreality). Unit 1 Video Sequence.	NorthStar unit exercises.  Student video activity sheet.
4-5	NorthStar Unit 2 Theme: Celebration, Florida: Disney's Utopia Communication Focus: making predictions; summarizing ideas, expressing conjecture, making a short oral presentation. Grammar Focus: noun clauses after verbs of urgency. Unit 2 Video Sequence	NorthStar unit exercises.  Student video activity sheet
6-7	NorthStar Unit 3 Theme: The Bold and the Bashful Communication Focus: making predictions, expressing and defending opinions, using new vocabulary in extemporaneous responses, describing one's personality, using gambits (to express uncertainty, to break the ice, and to maintain a conversation), presenting research results Grammar Focus: identifying and nonidentifying adjective clauses Unit 3 Video Sequence	NorthStar unit exercises.  Student video activity sheet.
8	Review, Units 1-3	Write an essay based on topic

	Drafting, editing, and re-writing essay.	assigned by teacher (part of bi-monthly assessment) Bi-monthly Assessment
9-10	NorthStar Unit 4 Theme: The Tipping Point Communication Focus: using metaphors, using introductory expressions to restate, presenting findings Grammar Focus: adverbs clauses of result Unit 4 Video Sequence	NorthStar unit exercises.  Student video activity sheet.
11-12	NorthStar Unit 5 Theme: Feng Shui: Ancient Wisdom Travels West Communication Focus: summarizing information, expressing and defending opinions, using new vocabulary and discourse connectors Grammar Focus: spoken discourse connectors Unit 5 Video Sequence	NorthStar unit exercises.  Student video activity sheet.
13-14	NorthStar Unit 6 Theme: Spiritual Renewal Communication Focus: brainstorming motivations, summarizing using new vocabulary, using hesitation in extemporaneous responses, planning and presenting a longer oral presentation, etc. Grammar Focus: Count and non-count nouns and their quantifiers Unit 6 Video Sequence	NorthStar unit exercises.  Student video activity sheet.
15-16	NorthStar Unit 7 Theme: Workplace Privacy Communication Focus: Brainstorming language of privacy, making predictions, practicing correct stress patterns, conducting short interviews and summarizing finding, etc. Grammar Focus: two forms and meanings of verb+gerund Unit 7 Video Sequence	NorthStar unit exercises.  Student video activity worksheet
17	Review, Units 4-7 Drafting, editing, and re-writing short essay.	Write short essay based on topic assigned by teacher (part of bi-monthly assessment) Bi-monthly Assessment
18-19	NorthStar Unit 8 Theme: Warriors Without Weapons Communication Focus: comparing background experiences, using opening gambits, defending opinions, posing and respond to questions with new vocabulary, retelling a conversation, etc. Grammar Focus: direct and indirect speech Unit 8 Video Sequence	NorthStar unit exercises  Student video activity sheet
20-21	NorthStar Unit 9 Theme: Boosting Brain Power through the Arts Communication Focus: comparing knowledge and reactions, summarizing information, using figurative language, using transitions to compare and contrast, etc. Grammar Focus: passive voice and passive causative Unit 9 Video Sequence	NorthStar unit exercises.  Student video activity sheet.
22-23	NorthStar Unit 10 Theme: Television and Freedom of Expression	NorthStar unit exercises.

	<p>Communication Focus: making predictions, supporting an opinion with examples, using new vocabulary in a role play, using phrasal verbs, expressing degrees of certainty with modals, using gambits, conducting short interviews and summarizing findings, etc.</p> <p>Grammar Focus: modals to express degrees of certainty</p> <p>Unit 10 Video Sequence</p>	<p>Student video activity sheet.</p>
24	<p>Review, Units 8-10.</p> <p>Drafting, editing, and re-writing short essay.</p>	<p>Write short essay based on topic assigned by teacher (part of bi-monthly grade)</p> <p>Bi-monthly Exam</p>

rev. 10/05, 2/07, 4/10, 2012

### Course Description

Business English teaches English language skills designed to help students communicate more successfully in a business and real world environment. The course emphasizes writing as a process of development that includes drafting, writing, editing, and reading that conveys the writer’s intentions clearly and correctly.

Prerequisite(s)/Co-requisite: ESL Placement Test, English 501.5 or equivalent

Course Goals: To broaden students’ ability to communicate clearly and fluently in a professional setting; to broaden students’ spoken English through the employment of appropriate stress, rhythm and intonation patterns; to enhance students’ ability to comprehend and correctly use grammatical structures appropriate in professional contexts; to expand students’ ability to comprehend, analyze and synthesize workplace related texts; to increase students’ ability to produce written documents required in a professional setting.

Course Objectives: Students will read intensively and write extensively. Students will develop vocabulary and clear pronunciation needed for a professional business setting.

### Student Learning Outcomes:

#### Students will be able to:

- Employ different patterns of development in writing.
- Recognize how context affects meaning, grammar, and other writing choices.
- Recognize and correctly use English grammar in context with an emphasis upon grammar and usage issues for ESL writers.
- Identify and use correct punctuation, mechanics, and spelling in business and real world writing.
- Identify and restate main ideas, implied meanings and supporting details.
- Make inferences and draw conclusions orally and in written form.

### Instructional Methods

Students develop reading and writing skills from an integrated cumulative skills approach that increases language retention and fluency by stimulating students to create meaning in a new language through active learning activities. Longer reading passages and recorded listening passages, and videos build on vocabulary and ideas from background material and exercises. Students are guided through the writing process, followed by practice in context activities that allow them to apply each new writing concept to their own writing. Students work individually, in pairs, and in small groups on guided, linked activities built around each unit's theme.

**Learning Activities: lecture listening, note taking, pair work, small group work, practice grammatical structures in context, application activities with grammatical structures, creative conversation practice, journals, process writing, peer review, self-review.**

### Assessment/Evaluation:

Students are required to complete all in-class and homework assignments.

Students are required to take Unit Assessments at the end of each unit.

Students are required to take the Course Exit Exam.

**Grading:** The final grade is based on the following:

Class Participation	15%
Assignments	35%
Unit Exams	30%
Exit Exam	20%
Total	100%

The grading scale is: A=90-100%, B+=85-89%, B=80-84%, C+=75-79%, C=70-74%, D=65-69%, F=60-64%

\*\*Grade of C is required to move to the next level, in addition to successful completion of exit exam.

Students may be eligible for early exit based on successful completion of MyLab activities or early Exit Exam.

**Textbooks:** *NorthStar: Reading and Writing 4, 3rd Edition.*, Pearson Education, (or comparable text). *Longman Dictionary of American English now with Thesaurus*, 3<sup>rd</sup> or later edition, Pearson, 2004 (recommended).

**Course Outline:**

Week	Topics	Assignments and Tests
1-3	NorthStar Unit 1 Theme: Media Communication Focus: classifying information, drawing conclusions, developing topic sentences, writing a letter to the editor, etc. Grammar Focus: passive voice. Unit 1 Video Sequence.	NorthStar unit exercises.  Student video activity sheet.
4-5	NorthStar Unit 2 Theme: Overcoming Obstacles Communication Focus: comparing and contrasting, finding correlations, writing a three-part paragraph, editing extraneous information, composing supporting sentences using transitions, summarizing research in a report, etc. Grammar Focus: gerunds and infinitives Unit 2 Video Sequence	NorthStar unit exercises.  Student video activity sheet
6-7	NorthStar Unit 3 Theme: Medicine Communication Focus: comparing and contrasting, drawing logical conclusions, writing an opinion essay with evidence, summarizing research, etc Grammar Focus: past unreal conditionals Unit 3 Video Sequence	NorthStar unit exercises.  Student video activity sheet.
8	Review, Units 1-3 Drafting, editing, and re-writing essays.	Assigned essay (part of bi-monthly assessment) Bi-monthly Assessment
9-10	NorthStar Unit 4 Theme: Natural Disasters Communication Focus: classifying information, analyzing descriptive language, writing descriptive sentences and paragraphs, writing a paragraph that underscores similarities, using adjectives for description, etc. Grammar Focus: identifying adjective clauses Unit 4 Video Sequence	NorthStar unit exercises.  Student video activity sheet.
11-12	NorthStar Unit 5 Theme: Conservation Communication Focus: comparing observations, identifying language of cause and effect, writing cause and effect sentences and essay, using subordinate conjunctions and transitions to express cause and effects Grammar Focus: advisability and obligation in the past Unit 5 Video Sequence	NorthStar unit exercises.  Student video activity sheet.
13-14	NorthStar Unit 6 Theme: Philanthropy Communication Focus: identifying opinions, relating specific examples to broad themes, expressing an opinion in a letter,	NorthStar unit exercises.

	writing an essay Grammar Focus: tag questions Unit 6 Video Sequence	Student video activity sheet.
15	NorthStar Unit 7 Theme: Education (1 <sup>st</sup> half of unit) Communication Focus: evaluating and classifying, comparing and contrasting, using concessive language, writing an opinion essay, write dependent clauses Grammar Focus: direct and indirect speech	NorthStar unit exercises.
16	Review, Units 4-7 (partial unit 7) Drafting, editing, and re-writing short essay.	Assigned essay (part of bi-monthly assessment) Bi-monthly Assessment
17	NorthStar Unit 7 (2 <sup>nd</sup> half of unit)  Unit 7 Video Sequence	NorthStar unit exercises Student video activity sheet.
18-19	NorthStar Unit 8 Theme: Food Communication Focus: comparing and contrasting information, writing narrative, practicing parallel structure and sentence variation Grammar Focus: phrasal verbs Unit 8 Video Sequence	NorthStar unit exercises  Student video activity sheet
20-21	NorthStar Unit 9 Theme: Immigration Communication Focus: classifying; interpreting, comparing, and contrasting imagery; writing a compare and contrast essay, using transitional expressions and subordinating conjunctions, etc. Grammar Focus: past perfect and time words Unit 9 Video Sequence	NorthStar unit exercises.  Student video activity sheet.
22-23	NorthStar Unit 10 Theme: Technology Communication Focus: comparing and contrasting, supporting inferences with examples, taking notes, developing an essay from an outline Grammar Focus: future progressive and time clauses Unit 10 Video Sequence	NorthStar unit exercises.  Student video activity sheet.
24	Review, Units 8-10. Drafting, editing, and re-writing short essay.	Assigned essay (part of bi-monthly assessment) Bi-monthly Assessment

rev. 6/06, 4/10, 2/2012



## 503 Advanced Reading and Writing (120 hours)

### *Course Description*

Advanced Reading and Writing develops advanced English language skills through close examination of reading passages, through objective discussion of reading, and through paragraph and short essay writing. The course develops personal, school, and workplace advanced English reading, writing, and oral presentation skills at the multi-paragraph and document level. Prerequisite(s)/Co-requisite: Placement Test, English 501.6 (level VI) or equivalent.

Course Goals: To broaden students' ability to communicate clearly and fluently in an school or professional setting; to broaden students' spoken English through the employment of appropriate stress, rhythm and intonation patterns; to enhance students' ability to comprehend and correctly use grammatical structures appropriate in school and professional contexts; to expand students' ability to comprehend, analyze and synthesize school and professional texts; to increase students' ability to produce written documents required in an school and professional setting.

### *Course Objectives*

Students will read intensively and write extensively to develop rhetorical patterns necessary for successful entry-level office employment, job advancement, further non-academic studies, personal enjoyment or cultural enrichment.. Students will give oral presentations that are organized and fluent.

### *Student Learning Outcomes*

#### **Students will be able to:**

- Employ different patterns of development in writing.
- Recognize how context affects meaning, grammar, and other writing choices.
- Recognize and correctly use English grammar in context with an emphasis upon grammar and usage issues for ESL writers.
- Identify and use correct punctuation, mechanics, and spelling in real world writing.
- Identify and restate main ideas, implied meanings and supporting details.
- Make inferences and draw conclusions both orally and in written form.

### *Instructional Methods*

Students develop language skills from an integrated cumulative skills approach that increases retention and fluency by stimulating them to create meaning in a new language. Longer reading passages, recorded listening passages, and videos build on vocabulary and ideas from background material and exercises. Students are guided through the writing process, followed by practice in context activities to apply each new writing concept to their own writing. Students work individually, in pairs, and in small groups on guided, linked activities built around each unit's theme.

**Learning Activities: Note taking, pair work, small group work, practice grammatical structures in context, application activities with grammatical structures, creative conversation practice, journals, process writing, peer review, self-review.**

### *Assessment/Evaluation:*

Students are required to complete all in-class and homework assignments.

Students are required to take Unit Assessments at the end of each unit.

Students are required to take the Course Exit Exam.

**Grading:** The final grade is based on the following:

Class Participation	15%
Assignments	35%
Unit Exams	30%
Exit Exam	20%
Total	100%

The grading scale is: A=90-100%, B+=85-89%, B=80-84%, C+=75-79%, C=70-74%, D=65-69%, F=60-64%

**\*\*Grade of C is required to move to the next level, in addition to successful completion of exit exam.**

**Students may be eligible for early exit based on successful completion of MyLab activities or early Exit Exam.**

**Textbooks:** *NorthStar 5 Reading and Writing Level 5, 3rd ed.*, Pearson Education, 2009 (or comparable text); *Longman Dictionary of American English now with Thesaurus, 3<sup>rd</sup> or later edition*, Pearson, 2004 (recommended).

### **Course Outline:**

<b>Week</b>	<b>Topics</b>	<b>Assignments and Tests</b>
1-3	NorthStar Unit 1 Theme: Addiction Communication Focus: supporting answers; inferring non-explicit information; identifying argument's logic; writing summary paragraphs, personal letters, reports, etc. Grammar Focus: past unreal conditionals. Unit 1 Video Sequence.	Unit exercises.  Student video activity sheet.
4-5	NorthStar Unit 2 Theme: Lying Communication Focus: recognizing personal attitudes and values, developing thesis statements and introductory paragraphs, writing statements of opinion using noun clauses; summarizing research, etc. Grammar Focus: double comparatives Unit 2 Video Sequence	Unit exercises.  Student video activity sheet
6-7	NorthStar Unit 3 Theme: Personality Communication Focus: identifying personality traits; analyzing character and motivation, writing short statements of advice; combining sentences using relative pronouns; writing a short article; summarizing an interview, etc. Grammar Focus: identifying and nonidentifying adjective clauses Unit 3 Video Sequence	Unit exercises.  Student video activity sheet.
8	Review, Units 1-3 Drafting, editing, and re-writing essay.	Assigned essay (part of bi-monthly assessment) Bi-monthly Assessment
9-10	NorthStar Unit 4 Theme: Trends Communication Focus: identifying and interpreting trends, examining imagery and symbolism, analyzing author's purpose, writing cause-and-effect paragraphs and essays, combining sentences using discourse connectors and adverb clauses Grammar Focus: adverb clauses and discourse connectors to express cause and effect Unit 4 Video Sequence	Unit exercises.  Student video activity sheet.
11-12	NorthStar Unit 5 Theme: Cross-Cultural Insights	Unit exercises.

	<p>Communication Focus: comparing and contrasting , identifying point of view, inferring characters' attitudes and feelings, writing a compare-and-contrast essay, etc.</p> <p>Grammar Focus: adverb clauses of comparison and contrast</p> <p>Unit 5 Video Sequence</p>	<p>Student video activity sheet.</p>
13-14	<p>NorthStar Unit 6 Theme: Religion</p> <p>Communication Focus: relating supporting details to main ideas, supporting answers with information; writing a definition essay; paraphrasing quotations; writing summary statements, essay responses, and reports, etc.</p> <p>Grammar Focus: definite and indefinite articles; count and non-count nouns.</p> <p>Unit 6 Video Sequence</p>	<p>Unit exercises.</p> <p>Student video activity sheet.</p>
15-16	<p>NorthStar Unit 7 Theme: Business (1<sup>st</sup> half of unit)</p> <p>Communication Focus: assessing personal traits, analyzing a case study, evaluating and writing about advantages and disadvantages, writing persuasive statements, composing transitional sentences, summarizing questionnaire data</p> <p>Grammar Focus: infinitives and gerunds</p> <p>Review, Units 4-7 (partial unit 7)</p> <p>Drafting, editing, and re-writing short essay.</p>	<p>Unit exercises.</p> <p>Assigned essay (part of bi-monthly assessment)</p> <p>Bi-monthly assessment, week 16.</p>
17	<p>NorthStar Unit 7 (2<sup>nd</sup> half of unit)</p> <p>Unit 7 Video Sequence</p>	<p>Unit exercises.</p> <p>Student video activity sheet.</p>
18-19	<p>NorthStar Unit 8 Theme: The Military</p> <p>Communication Focus: recognizing personal values and assumptions; making generalizations; writing summaries, a personal letter, a dialog, etc.</p> <p>Grammar Focus: direct and indirect speech</p> <p>Unit 8 Video Sequence</p>	<p>Unit exercises</p> <p>Student video activity sheet</p>
20-21	<p>NorthStar Unit 9 Theme: The Arts</p> <p>Communication Focus: theorizing motivations, analyzing descriptive language, writing a descriptive paragraph, evaluating passive voice usage</p> <p>Grammar Focus: use of the passive voice</p> <p>Unit 9 Video Sequence</p>	<p>Unit exercises.</p> <p>Student video activity sheet.</p>
22-23	<p>NorthStar Unit 10 Theme: Poverty</p> <p>Communication Focus: identifying personal assumptions, analyzing argumentative language, writing argumentatively in different document forms, etc.</p> <p>Grammar Focus: noun clauses in apposition</p> <p>Unit 10 Video Sequence</p>	<p>Unit exercises.</p> <p>Student video activity sheet.</p>
24	<p>Review, Units 8-10.</p> <p>Drafting, editing, and re-writing essay.</p>	<p>Assigned essay (part of bi-monthly grade)</p> <p>Bi-monthly Assessment</p>

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