

**Appendix C College of
Micronesia-FSM
COURSE OUTLINE COVER
PAGE**

Integrated English for ESL Students I
Course Title

ESL 070
Department and Number

Course Description: This course, the first in a series of two courses designed to introduce students to the English language, will improve student's overall proficiency in beginning writing, reading, listening and speaking skills as they are used in an academic setting. The course will assist students in developing familiarity with reading and writing in a non-threatening environment.


Course Prepared by: Karen Simion

State: Chuuk

	Hours per Week	No. of Week	Total Hours	Semester Credits
Lecture	9	x 16	x 144	= 9
Laboratory	_____	x _____	x _____	= _____
Workshop	_____	x _____	x _____	= _____
Total Semester Credits				9

Purpose of Course: Degree Requirement _____
 Degree Elective _____
 Certificate _____
 Other _____

Prerequisite Course(s): A cumulative TOEFL score below 350. (TOEFL scores based on COM-FSM admission test, a state campus placement test, or other official TOEFL)


 Signature Chairperson, Curriculum Committee _____ 4/13/00
 Date Approved by Committee


 Signature, President, COM-FSM _____ 4/19/00
 Date Approved by President

General Objectives:

The course provides students with intensive classroom instruction to build up their English skills where by they can enroll in the next level of integrated English, the Intensive English Program, or regular academic degree classes. Weekly conferencing with instructors in Reading and Writing will assist students in gathering increased instructor assistance in area-specific weaknesses. Students will be introduced to all English communication skills in a variety of integrated situations encouraging expanding their vocabulary, structure usage, reading skills, and listening and speaking skills, and critical thinking skills.

Specific Objectives:

Reading

The student will be able to do the following with 80% accuracy:

- * use a dictionary to locate and employ pronunciation key
- * use a dictionary to locate word definition and part of speech
- * locate information in reading passages
- * differentiate between fact and opinion
- * answer questions of fact in reading passages
- * answer questions of inference
- * recall information from reading passages
- * identify the main idea in reading passages and distinguish from supporting details
- * discuss reactions to written text
- * define the following writing styles: Descriptive, Narrative, and Expository (comparative and sequential)
- * sequentially order the events of a story
- * identify and define title, author
- * define plot and setting
- * identify setting in reading passages
- * define prefix and begin identifying prefixes (re-, in-, im-, il-, ir-)
- * define and begin identifying suffixes (-er, -ly, -logy, -ist, -or-, -y)
- * define and begin identifying root words (-port, -gram, -graph)
- * extract vocabulary using contextual clues and decoding skills
- * use content vocabulary across the curriculum in verbal form
- * apply English grammar rules to information found in reading passages, specifically distinguish between complete subject and complete predicate, and identify adverb, adjective, and noun clauses)
- * identify 5 basic sentence patterns (SV, SVC, SVO, SVOI, SVOC)
- * identify and define 7 basic parts of speech (noun, verb, adjective, adverb, preposition, conjunction: and pronouns-subject, object, possessive, and indefinite)
- * identify and define modals of permission and advice

- * identify and define declarative, imperative, interrogative and exclamatory sentences
- * develop analytic skills utilizing a writing journal

Writing

The student will be able to do the following with 80% accuracy:

- * use the present progressive, simple present, simple past, and future tenses
- * form yes/no and wh-questions in the above tenses
- * use there + be in simple present, simple past, and future tenses
- * use adverbs of frequency and time appropriately
- * use modals to express ability, possibility, and need in the present tense
- * use subject, object, possessive, and indefinite pronouns
- * use count and non-count nouns and their appropriate quantifiers
- * use comparative and superlative word forms and phrases
- * use too, very, and so that in comparisons
- * use nouns, and adjectives of nationality, language, and religion
- * use forms of other, another, others
- * end of sentence punctuation
- * capitalization at beginning of sentences, for proper nouns, abbreviations
- * commas in series, after adverbials of time and place, addresses, dates
- * Write simple, and compound sentences
- * Write sentences in the following discourse styles-description in present, past, and future, time; description using there + be; narration in the past; comparison; sequence
- * Apply the writing process in writing a descriptive and narrative paragraph with a topic sentence, 4 to 6 sentences, and a concluding statement
- * Write mini-research projects related to short stories read in class

Listening & Speaking

Students will practice , both orally and in written form, the following aural and oral skills:

- * complete a cloze-type transcription with at least 75% accuracy
- * retell the substance of a monologue or reading passage in their own words with fewer than five grammatical mistakes
- * answer questions of fact and inference with at least 75% accuracy
- * state, in writing , the general views of each speaker in a discussion
- * students will be able to discern the presence or absence of the -ed, -s morphemes with 90% accuracy
- * identify and use verbally articles, auxiliaries, and prepositions with 80% accuracy
- * transcribe any spoken number with 100% accuracy
- * understand and use idiomatic expressions each week
- * present orally for not less than 1 minute daily

- * present orally for not less than 5 minutes at least two times during the course. *
- * begin introducing critical thinking skills through classroom discussions of articles, stories, and writings

Required Textbooks:

Longman's Dictionary of Contemporary English - New Edition. Longman Group UK Limited, Essex, England, 1990.

Richards, Jack C. New Interchange. Level 2. Cambridge University Press, 40 West 20th Street, New York, NY 10011.

Required Materials:

Notebooks, pens and pencils

Reference Materials:

Azar, Betty Schramper. Fundamentals of English Grammar, second edition. Regents/Prentice Hall, Inc., Englewood Cliffs, New Jersey, 1992.

Methods of Instruction:

The course will be taught using lectures, group work, group discussions, oral and silent reading, journals, assignments, and in-class activities.

Evaluation:

Evaluation consists of class homework and in-class assignments, in-class quizzes and tests, a mid-term and a final exam. Students will be graded using the A, B, C, D and F evaluation system in use in the COM-FSM system. Students must pass with a C or better.

Attendance Policy

The regular COM-FSM attendance policy will be followed. Students are allowed no more than 6 unexcused absences during the semester.