

Appendix C
College of Micronesia-FSM

COURSE OUTLINE COVER PAGE

Integrated English for ESL Students II
Course Title

ESL 071
Department and Number

Course Description: This course, the second in a series of two courses designed to introduce students to the English language, will improve student's overall proficiency in Intermediate 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	<u>9</u>	X	<u>16</u>	X	<u>144</u>	=	<u>9</u>	
Laboratory	_____	X	_____	X	_____	=	_____	
Workshop	_____	X	_____	X	_____	=	_____	
Total Semester Credits								<u>9</u>

Purpose of Course:

Degree Requirement	_____
Degree Elective	_____
Certificate	_____
Other	_____ <u>ESL</u> _____

Prerequisite Course(s): A cumulative TOEFL score between 350 and 400 (TOEFL scores based on COM-FSM admissions test, a state campus placement test, or other official TOEFL scores)


Sign

ature, 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 increase their English skills whereby they can enroll in the Intensive English Program, or regular academic degree classes. More advanced tense and sentence structures will be practiced. More advanced discourse patterns will be practiced to enhance students familiarity with acceptable academic English reading and writing. Inferential reading skills will be further developed. Students will be introduced to dictation and basic academic note-taking skills. Weekly conferencing with instructors in Reading and Writing will assist students in gathering increased instructor assistance in area specific weaknesses.

Specific Objectives:

Reading

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

- * determine relevance of information in reading passages
- * identify the introduction in reading passages
- * identify the conclusion in reading passages
- * state the main idea in reading passages
- * identify written style of text: Descriptive, Narrative and Expository (comparative and sequential)
- * define the following Expository writing styles: cause and effect, compare/contrast, summary and paraphrase
- * describe the plot in narrative passages
- * answer questions of inference
- * relate readings to real life experiences through discussions and journals
- * extract vocabulary using contextual clues and decoding skills
- * identify and define prefixes (bio-, geo-, pre-, over-, dis-, bi-, under-, trans-, multi-, ex-, auto-, out-, mis-, inter-)
- * identify and define suffixes (-ness,-ment, -able, -ful, -al, -ize, -sion, -tion, -er, -it_y, -t_y, -ese, -en, -ish, -est, -ward, -ent, -ence, -less, -ship, -ing)
- * identify and define root words
- * identify and define compound and complex sentences
- * identify and define gerunds and infinitives after verbs recognize reported and quoted speech in reading passages
- * recognize conditional statements, true and contrary-to-fact, in present/future and past

Writing

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

- * use present progressive, simple present, simple past, past progressive, future, present perfect and past perfect tenses.
- * use adjectives and nouns-as-adjectives for description
- * connect sentences using and, but, or, so, because, even though/although
- * use separable and non-separable phrasal verbs
- * use gerunds and infinitives correctly after verbs
- * use the passive voice in present and past time
- * use participial adjectives
- * use adjective (relative) clauses with who, whom, which, that, whose

- * Make comparisons using as...as, the same, similar, different, like, alike
- * make comparisons using adverbs and nouns
- * use noun clauses such as wh-clauses, that-clauses, if-clauses
- * use quoted and reported speech
- * express wishes about present/future and past
- * express conditional statements, true and contrary-to-fact, in present/future and past
- * employ a colon to introduce a series
- * employ commas for unnecessary information, in quoted speech, before coordinators, after dependent clauses
- * employ a semi-colon to join independent clauses employ quotation marks in quoted speech
- * write compound and complex sentences with 80% accuracy
- * write a paragraph with a topic sentence, 5-7 sentences in the body, and a concluding statement
- * apply the writing process in writing a paragraphs in the following discourse styles: narration including dialogue exposition-compare/contrast, sequence, cause and effect, summary and paraphrase
- * write mini-research projects related to short stories read in class

Listening and Speaking

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

- * give verbal directions with 80% accuracy
- * verbally use the present and future with 80% accuracy
- * identify first, second and third person in aural presentations
- * take accurate dictation from an academic English aural presentation take notes from an academic English aural presentation with 80% accuracy
- * employ the present simple: affirmative, negative, interrogative in first, second and third person singular and plural in oral academic

English

- * employ the future will in oral presentations
- * present orally for not less than 1 minute with organized introduction, body and conclusion
- * present orally for not less than 5 minutes with organized introduction, body and conclusion
- * continue teaching 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 3.
West 20th Street, New York, NY 10011.

Cambridge University Press, 40

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.