

# SLO Presentation

---

ESL

Date: 09-15-2022

## ISLO

### Civic Engagement

- Students will develop values and beliefs in their role as a member of local, national and global societies to promote truth, fairness and goodwill to others. They will use the democratic process to further their values and beliefs and recognize and accept differing perspectives based on cultural diversity. They will engage in actions which provide service to others and have a positive impact on their local community.

### Communication and Expression

- Students will demonstrate the ability to effectively and appropriately communicate their thoughts and ideas both in written and oral forms. They will develop verbal and non-verbal delivery skills, in an appropriate manner, to communicate their ideas as well as evaluate the ideas of others in a wide variety of contexts.

### Critical Thinking and Quantitative Reasoning

- Students will demonstrate the ability to recognize assumptions within an argument and actively and skillfully analyze underlying reasoning to develop a conclusion. They will apply qualitative and/or quantitative analysis to solve problems, predict outcomes, test hypotheses, and explore alternatives in an ethical manner.

### Information Literacy

- Students will demonstrate the ability to determine when gathering additional information is necessary. They will use appropriate resources and technologies to locate, evaluate and incorporate the information when developing supporting arguments and drawing conclusions. Students will also develop the ability to understand any legal, ethical or social issues regarding the use of information.

### Personal Knowledge and Responsibility

- Students will develop the necessary skills to define, maintain and complete their personal educational goals. They will learn to work independently to accomplish personal goals toward realizing their full potential academically, physically and emotionally whether for personal enrichment, further education or career advancement.

Liberal Arts
ESL
<b>PSLO</b> No PSLOs
<b>CSLO</b> <b>ESL3 - ESL Grammar, Reading, and Writing 3</b> <ul style="list-style-type: none"><li>• Students write a short composition on one topic.</li><li>• Students correctly use the verb "to be" in writing and speaking.</li><li>• Students usually correctly use simple present, past, and future in writing and speaking.</li><li>• Students correctly use the present progressive in writing and speaking.</li><li>• Students correctly use adverbs of frequency in writing and speaking.</li><li>• Students write simple sentences and questions with correct word order and punctuation.</li><li>• Students identify subject and verb in a sentence.</li><li>• Students ask and answer yes/no and wh-questions with correct word order, form, and verb tense.</li></ul> <b>ESL7 - ESL BEGINNING SPEAKING AND LISTENING</b> <ul style="list-style-type: none"><li>• Students demonstrate understanding of North American body language and gestures.</li><li>• Students identify and apply appropriate idioms, phrases, and expressions for different social and cultural contexts.</li><li>• Students create and perform short dialogues with language and cultural gestures learned in class.</li><li>• Students apply speaking and listening strategies appropriate for small and large group discussions.</li><li>• Students demonstrate listening comprehension by taking notes or answering questions on student speeches or listening passages.</li><li>• Students compare North American culture, customs, and attitudes with their own country.</li><li>• Students demonstrate appropriate tone of voice, eye contact, posture, gestures, and rate of speaking when delivering a short speech.</li></ul>

- Students assess their tone of voice, eye contact, posture, gestures, and rate of speaking by listening to a recording or viewing a video of themselves.

### ESL10 - ESL Speaking and Listening 1

- Students prepare and give a short speech.
- Students take notes on student speeches, and on main idea and supporting ideas in short listening passages.
- Students sometimes share ideas and opinions in a small group.
- Students share ideas and opinions during a classroom discussion.
- Students speak loudly enough for the class to hear when giving a speech.
- Students look at people when speaking in front of class.
- Students speak slowly enough for class to understand when giving a speech.
- Students use correct intonation in sentences and questions.
- Students understand and use basic everyday vocabulary.
- Students use correct grammar when giving a prepared speech.
- Students use correct word and sentence stress.

### ESL11 - ESL READING 1

- Students identify the main ideas of a short reading passage.
- Students identify the details that support the main ideas in a short reading passage.
- Students scan a reading passage for specific information.
- Students skim a reading passage for general information.
- Students write a summary of a short reading passage.

### ESL12 - ESL PRONUNCIATION

- Students identify vowel and consonant sounds through listening.
- Students demonstrate understanding of vowel and consonant sounds by pronouncing individual sounds and words.
- Students identify and apply some basic word stress rules when pronouncing multisyllabic words.
- Students identify and apply some basic sentence stress rules.
- Students recognize intonation patterns at the end of sentences and questions.
- Students demonstrate understanding of some pronunciation rules for linking.
- Students demonstrate understanding of pronunciation of --ed and -s endings.
- Students recognize pronunciation symbols for word stress and syllables in a dictionary.

### ESL14 - PRONUNCIATION PLUS

- Students analyze their own speeches for correct application of pronunciation rules learned in class.
- Students self-monitor for correct articulation of vowel and consonant sounds.
- Students distinguish through listening the difference between similar sounding vowels, and similar sounding consonants.
- Students understand pronunciation rules that govern word stress, sentence stress, intonation, linking, and word endings (-s, -ed).
- Students pronounce words and sentences with accurate stress, intonation, and rhythm.
- Students deliver short presentations and make short recordings applying pronunciation rules learned in class.

### ESL15 - ESL INDIVIDUALIZED COMMUNICATION SKILLS FOR ACADEMIC SUCCESS

- This class is inactive.

### ESL20 - ESL SPEAKING AND LISTENING 2

- Students prepare and give short understandable speeches on personal and/or academic topics.
- Students understand and take notes on main ideas and supporting ideas in student speeches, short listening passages, and academic lectures.
- Students plan, prepare, and present a group presentation.

- Students often share ideas and opinions in a small group.
- Students sometimes share ideas and opinions during a classroom discussion.
- Students look at people when speaking in front of class.
- Students speak loudly enough for the class to hear when giving a speech.
- Students speak slowly enough for class to understand when giving a speech.
- Students often use correct intonation in sentences and questions.
- Students understand and use basic everyday vocabulary.
- Students often use correct grammar when giving a prepared speech.

### ESL21A - ESL Intermediate Vocabulary

- Students know the meaning of some of the words studied in class.
- Students know the parts of speech for some of the words studied in class.
- Students choose the correct word to complete a fill-in-the-blank sentence.
- Students match words studied in class with correct definition.
- Students sometimes know the meanings of prefixes, suffixes, and roots studied in class.
- Students sometimes correctly use new vocabulary in short sentences when writing and speaking.
- Students know how to find the definition, number of syllables, and stress of a word using an English dictionary.
- Students sometimes correctly guess the meaning of a new word from its context.
- Students sometimes know the synonyms and antonyms of words studied in class.

### ESL21B - ESL Advanced Vocabulary (Distance Education)

- Students know the meaning of most words studied in class.
- Students identify the part of speech of words in context.
- Students choose the correct word for a fill-in-the-blank sentence.
- Students match studied words with correct definition.
- Students often know the meaning of prefixes, suffixes, and roots studied in class.
- Students often correctly use new vocabulary in sentences when writing and speaking.
- Students often correctly identify synonyms and antonyms of words studied in class.
- Students often correctly guess the meaning of a new word from its context.

### ESL23 - ESL SPELLING

- Students demonstrate understanding of spelling rules for adding suffixes to root words.
- Students identify and correctly spell and use homonyms in the context of a sentence.
- Students identify common suffixes for nouns, adjectives, and verbs.
- Students read and spell words with common silent letters.
- Students apply spelling rules for writing irregular nouns and plural nouns.
- Students identify and apply rules for forming words with common prefixes.
- Students use apostrophes in contractions and possessives with 70% accuracy.

### ESL31 - ESL READING 2

- Students identify the details that support the main ideas of a paragraph and essay.
- Students identify the main ideas of a paragraph and essay.
- Students scan a reading passage for specific information.

- Students skim a reading passage for general comprehension.
- Students write a summary of a reading passage.
- Students write a short personal critique of a children's book or book adapted for ESL students.

### ESL32 - ESL LEARNING AMERICAN IDIOMS

- Students match an idioms studied in class with its definition.
- Students choose the correct idiom for a fill-in-the-blank sentence.
- Students apply some idioms studied in class when writing and speaking.
- Students distinguish difference between informal idioms and formal words.
- Students use context to guess the meaning of an idiom.

### ESL35 - EDITING FOR ADVANCED GRAMMAR AND SYNTAX

- Students explain rules of studied grammar points.
- Students use guided questions to help find grammar errors in a sentence.
- Students identify errors of studied grammar points in a sentence.
- Students correct errors of studied grammar points in a sentence.

### ESL36 - ESL GRAMMAR REVIEW

- This class is inactive.

### ESL57 - TOEFL Preparation Course (Distance Education)

- Students employ strategies to comprehend college level reading materials.
- Students demonstrate the comprehension of spoken material.
- Students give a three-minute speech with 80-90% listener comprehension.
- Students write sentences, paragraphs, and essays with minimal errors.
- Students take a sample TOEFL test with a passing score.

### ESL104 - ESL Grammar, Reading, Writing 4

- Students demonstrate engagement with various short texts through the exploration of digital resources, writing, discussions, pair/group activities, and presentations.
- Students employ a writing process in order to successfully complete various academic writing tasks including writing paragraphs that have a specific purpose in response to a writing prompt.
- Students correctly use simple, compound, and some complex sentences.
- Students demonstrate some control of word forms and emerging awareness and use of academic vocabulary in written and spoken language.
- Students demonstrate reasonable control of verb forms and verb tense shifts in take-home paragraphs and show some control of subject-verb agreement, fragments, capitalization, and punctuation.
- Students write a timed paragraph with a clear topic sentence, appropriate development, logical organization, and correct grammar and sentence structure at the intermediate level

### ESL105 - ESL Grammar, Reading, and Writing 5

- Students demonstrate engagement with authentic and adapted texts through the exploration of digital resources, annotation, writing, discussions, and presentations.
- Students employ a writing process in order to successfully complete various academic writing tasks, including take-home and in-class timed paragraphs.
- Students correctly use simple, compound, complex sentences.
- Students demonstrate reasonable control of word forms and some awareness and use of academic vocabulary in written and spoken language.
- Students demonstrate correct use of verb forms and verb tense shifts in a paragraph and show reasonable control of subject-verb agreement, fragments, comma splices, capitalization, and punctuation.
- Students write a timed paragraph with a clear topic sentence, appropriate development, logical organization, and correct grammar and sentence structure at the high-intermediate level

### ESL120 - Preparation for College Writing for Non-Native English Speakers

- Students develop a writing process to complete assignments.

- Students correctly use simple, compound, complex, compound-complex sentences with prepositional, adverbial, and adjective phrases.
- Students demonstrate engagement with a variety of authentic texts through the exploration of digital resources, writing, discussions, and presentations.
- Students write a grammatically correct five paragraph narrative timed essay.
- Students demonstrate correct use of vocabulary related to their personal, academic, and professional goals in written and spoken language.
- Students demonstrate correct use of verb tenses and verb forms and demonstrate reasonable control of punctuation and grammar.

### **ESL152 - Introduction to College Composition for Non-Native English Speakers**

- Students employ a writing process to successfully complete various academic writing tasks.
- Students write with sentence correctness, clarity, complexity, and variety and demonstrate control of grammar errors.
- Students demonstrate critical engagement with college-level readings through the evaluation of digital resources, use of annotation, paraphrasing, in-text citation, discussions, and presentations.
- Students increase their use of vocabulary related to their personal, professional, and academic goals in written and spoken language.
- Students correctly use MLA format
- Students write a cohesive, grammatically correct 5+ paragraph timed essay.