

# SLO Presentation

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ESL

Date: 09/11/2019

<b>LIBERAL ARTS</b>
<b>ESL</b>
<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 use basic everyday vocabulary in writing and speaking.</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>ESL4 - ESL Grammar, Reading, Writing 4</b> <ul style="list-style-type: none"><li>• Students write a paragraph with a topic sentence, support, and conclusion.</li><li>• Students use the writing process, including pre-writing, revising, and editing to understand and complete a writing.</li><li>• Students develop and support topic sentence with relevant facts, examples, explanation, and details.</li><li>• Students use transition signals to link ideas together in a paragraph.</li><li>• Students analyze and use simple, compound, and some complex sentences in a paragraph.</li><li>• Students demonstrate some control of perfect tenses in writing.</li><li>• Students analyze and correct sentences for sentence errors, including fragments, run-on sentences, and comma splices.</li></ul> <b>ESL5 - ESL Grammar, Reading, and Writing 5</b> <ul style="list-style-type: none"><li>• Students will identify, analyze, and use correct paragraph organization, including topic sentence, support, and conclusion.</li><li>• Students will use techniques of the writing process, including pre-writing, revising, and editing.</li><li>• Students will develop and support topic sentence with relevant support, details, examples, facts, and explanation.</li><li>• Students will use transition signals to link ideas in paragraph writing.</li><li>• Students will use simple, compound, and complex sentences in writing.</li><li>• Students will use general vocabulary and try to use more academic vocabulary in writing.</li><li>• Students will use simple, continuous, and perfect tenses with regular and irregular verbs in writing.</li><li>• Students will demonstrate control over the present and past perfect tenses in writing.</li><li>• Students will analyze and correct most sentences for fragment, run-ons, and comma splices.</li><li>• Students will read, analyze, and discuss readings as they relate to writing assignments.</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></ul>

- Students apply speaking and listening strategies appropriate for small and large group discussions.
- Students demonstrate listening comprehension by taking notes or answering questions on student speeches or listening passages.
- Students compare North American culture, customs, and attitudes with their own country.
- Students demonstrate appropriate tone of voice, eye contact, posture, gestures, and rate of speaking when delivering a short speech.
- 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 Advanced Grammar/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.

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

- Students will analyze, discuss, and evaluate methods of development and strategies that writers use in academic discourse
- Students will employ techniques of the writing process, including pre-writing, revising, and editing to understand and complete a writing task
- Students will evaluate and create an effective thesis statement, introduction, supporting paragraphs, and a conclusion.
- Students will maintain focus, develop and organize ideas with specific details, examples and illustrations in a paragraph and expository essay.
- Students will create cohesion and coherence in an essay using relevant connecting words and grammar.
- Students will analyze, evaluate, and create short essays and summaries with varied sentence structure, correct grammar, punctuation, and vocabulary.
- Students will summarize academic texts.

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

- Students analyze, discuss, and evaluate methods of development, themes, tone, and author's point of view in written texts.
- Students employ the techniques of the writing process, including pre-writing, revising, and editing to understand and complete a writing.
- Students will analyze, evaluate, and determine proper use of standard American English grammar, sentence structure, punctuation, and vocabulary in model and peer essays.
- Students will create cohesion and coherence in an essay using complex transitions and grammar.
- Students will write multi-paragraph essays and a research paper using two or more outside sources and incorporating paraphrases and direct quotes with MLA citation to logically support a thesis.
- Students write essays and summaries showing variety and complexity in sentence structure, grammar, punctuation, and vocabulary.

- Students write essays with a clear thesis, logical support, specific details, examples, and illustrations.