



MASTER COURSE OUTLINE

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COURSE TITLE

Intermediate English Language Acquisition

GENERAL COURSE INFORMATION

Dept.: DVS	Course Num: 032	(Formerly: DVS 030, 031, 032, 034, 035, 037)
CIP Code: 32.0304	Intent Code: 11	Program Code: N/A
Credits: 1-12		
Total Contact Hrs Per Qtr.: 22-132		
Lecture Hrs: 11-132	Lab Hrs: 22-132	Other Hrs:
Distribution Designation:		

COURSE DESCRIPTION (as it will appear in the catalog)

This basic skills level course is for students whose first language is not English. Participants study speaking, listening, reading, writing, employability skills, and mathematics in English so they may perform a variety of familiar and unfamiliar tasks requiring communication at work, at home, and in their community. Students must be at least sixteen years old to enroll in the Basic Skills Program or be twenty-one years old or older to enroll in the HS21 program.

PREREQUISITES

This course is designed for students with a CASAS score between 191-210 in reading and/or between 190-209 listening.

TEXTBOOK GUIDELINES

Instructor discretion. Recommended texts include StandOut and Future ELA series.

COURSE LEARNING OUTCOMES

Upon successful completion of the course, students should be able to demonstrate the following knowledge or skills:

Reading/Writing: Fill out simple forms and interpret data from simple graphs and follow simple written instructions. Identify the main ideas and supporting details at an appropriate level with increased complexity level text.

Mathematical Skills: Apply appropriate basic math skills to solve, investigate, collect data, and give a short presentation to classmates.

Employability Skills: Develop Internet skills and begin to introduce programs to students, such as Microsoft Word, to share ideas with other employees. Orally give directions to others to perform tasks.

Listening/Speaking Skills: Determine the central idea in an oral presentation, cite specific details as evidence from texts, and verbally summarize a text or a verbal presentation.

INSTITUTIONAL OUTCOMES

None

COURSE CONTENT OUTLINE

Instruction for class lessons will include strategies using increasingly complex texts based on College and Career Readiness Standards. Skills and strategies may be contextualized in HS21 or GED course work.

1. Practice writing personal information on entry level job applications, creating a resume and cover letter, and write a goal statement.
2. Make a list of vocabulary words from a reading selection and use the words in sentences.
3. Follow verbal and written directions to simple science experiments or workplace tasks.
4. Identify the causes and effects of different situations in United States History.
5. Create a timeline for United States History.
6. Measure materials for use in a classroom or workplace project.
7. Complete and fill out a job application or college registration form independently.
8. Introduction of concepts of plagiarism and how to cite sources.
9. Use transitions to link ideas in a formal paper.
10. Introduce concepts of plagiarism and citing sources.

DEPARTMENTAL GUIDELINES

After 45 hours of instruction, students will be evaluated using the CASAS listening and reading standardized test. Classes are taught in a 3:1 ratio of lecture to lab hours.

College and Career Readiness Standards (CCRS) for BEdA Program: Instruction is aligned to the following CCR Standards:

B-D in Reading based on the CCRS Anchors:

- 1 (Read closely to determine what the text says explicitly and to make logical inferences from it),
- 2 (Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas),
- 3 (Analyze how and why individuals, events, and ideas develop and interact over the course of a text),
- 4 (Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone),
- 5 (Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text [e.g., a section, chapter, scene, or stanza] relate to each other and the whole),
- 6 (Assess how point of view or purpose shapes the content and style of a text),
- 7 (Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words),
- 8 (Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence),
- 9 (Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take, and
- 10 (Read and comprehend complex literary and informational texts independently and proficiently).

B in Writing based on the CCRS Anchors:

- 1 (Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence),
- 2 (Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content),
- 3 (Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences),
- 5 (Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach),
- 6 (Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others),

- 7 (Conduct short as well more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation),
- 8 (Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism), and
- 9 (Draw evidence from literary or informational texts to support analysis, reflection, and research).

B in Math based on the CCRS Anchors:

- 1 (Make sense of problems and persevere in solving them)
- 2 (Reason abstractly and quantitatively)
- 3 (Construct viable arguments and critique the reasoning of others)
- 4 (Model with mathematics)
- 5 (Use appropriate tools strategically)
- 6 (Attend to precision)
- 7 (Look for and make use of structure) and
- 8 (Look for and express regularity in repeated reasoning)

B-D in Speaking and Listening based on the CCRS Anchors:

- 1 (Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively),
- 2 (Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally),
- 3 (Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric),
- 4 (Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and organization, development, and style are appropriate to task, purpose, and audience),
- 5 (Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations), and
- 6 (Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate).

B-D in Language based on the CCRS Anchors:

- 1 (Demonstrate command of the conventions of standard English grammar and usage when writing or speaking),
- 2 (Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing),
- 3 (Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening),
- 4 (Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate),
- 5 (Demonstrate understanding of figurative language, word relationships, and nuances in word meanings), and
- 6 (Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression).

DIVISION CHAIR APPROVAL

DATE