



MASTER COURSE OUTLINE

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COURSE TITLE

Advanced English Language Acquisition

GENERAL COURSE INFORMATION

Dept.: DVS	Course Num: 033	(Formerly: DVS 030, 031, 032, 034, 035, 037)
CIP Code: 32.0306	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 are able to perform a variety of complex 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 21 years of age to begin the HS21 Program.

PREREQUISITES

This course is designed for students with a CASAS score between 211-245 in reading and/or between 210-227 in 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 Skills: Determine central ideas of a text and analyze their development; summarize the key supporting details and ideas in writing. Analyze the arguments of others orally and in writing. Conduct research and evaluate findings to answer questions or solve problems or to communicate ideas.

Mathematical Skills: Solve and interpret increasingly complex math problems. Develop and improve numerical fluency work with fractions, basic ratio and rates, and standards for number operations.

Employability Skills: Deliver oral presentations and participate in oral and written exchanges in social and academic exchanges. Handle jobs and/or training that involve following basic oral and written instructions. Read simple employee handbook.

Listening/Speaking Skills: Identify the main topic in oral presentations and simple spoken language.

INSTITUTIONAL OUTCOMES

None

COURSE CONTENT OUTLINE

Instruction for class lessons will include strategies using increasing complex texts based on College and Career Readiness Standards. Skills and strategies will be contextualized into BCCCs Areas of Interest and into HS21+ coursework

1. Math skills appropriate to the level of the student with increase in complexity.
2. Recount a complex and detailed sequence of events.
3. Summarize a text.
4. Use precise language and specific vocabulary in written expression.
5. Instruction using MLA and APA documentation with a Work Cited page.
6. Identify reliable sources from multiple sources used to support research.
7. Use varied transitions to link major sections of an essay with a concluding statement.
8. Introduce and develop an informational topic with facts and details.
9. Create a resume, cover letter, and complete a job application form.
10. Conduct a research project on a career cluster and its related jobs using the internet as a resource.
11. Build knowledge for a career interest to the student and create a pathway to that career.
12. Create a presentation with information about a specific job or career to a student's classmates.

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:

C-E 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).

C-E 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),
- 4 (Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience),
- 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).

C in Math based on the CCRS

C-E 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).

C-E 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