



COURSE OUTLINE

Outline Status: Outline Update (ECD 11628); 2009-2010

Section I: BASIC COURSE INFORMATION

1. **COLLEGE:** L.A. SOUTHWEST COLLEGE
2. **SUBJECT:** ENGLISH AS A SECOND LANGUAGE
3. **COURSE NUMBER:** 006C
4. **COURSE TITLE:** COLLEGE ESL VI: WRITING/GRAMMAR:READING/VOC:LIST SPEAK 6C
5. **UNITS:** 3
6. **CATALOG COURSE DESCRIPTION:**

In this course for non-native speakers of English, emphasis is placed on further advancement of skills based on listening to spoken and recorded presentations. Students will deliver both prepared and impromptu speeches, incorporating advanced grammar and sentence structure. They will analyze and evaluate oral presentations.

7. **CLASS SCHEDULE COURSE DESCRIPTION:**

In this course for non-native speakers of English, emphasis is placed on further advancement of skills based on listening to spoken and recorded presentations. Students will deliver both prepared and impromptu speeches, incorporating advanced grammar and sentence structure. They will analyze and evaluate oral presentations.

8. **INITIAL COLLEGE APPROVAL DATE:** 1989

9. **LAST UPDATE DATE:** 3/16/10

10. **CLASS HOURS:**

	Standard Hrs Per Week (based On 18 weeks)	Total Hs per Term (hrs per week x 18)	Units
Lecture:	3	54	3
Lab/Activity (w / homework):	0	0	0
Lab/Activity (w /o homework):	0	0	0
Totals:	Lecture: 3	Lecture: 54	Lecture: 3
	Lab: 0	Lab: 0	Lab: 0
	Total: 3	Total: 54	Total: 3
Totals In Protocol:	Lecture: 3	Lecture: 54	
	Lab: 0	Lab: 0	
	Total: 3	Total: 54	Total: 3

11. PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT:

Note: The LACCD's *Policy on Prerequisites, Corequisites and Advisories* requires that the curriculum committee take a separate action verifying that a course's prerequisite, corequisite or advisory is an 'appropriate and rational measure of a student's readiness to enter the course or program' and that the prerequisite, corequisite or advisory meets the level of scrutiny delineated in the policy.

PREREQUISITES: Yes

	Subject	Number	Course Title	Units	Validation Approval Date
	English as a Second Language	05C	English as a Second Language V: Listening and Speaking	3	3/16/10

COREQUISITES: No

	Subject	Number	Course Title	Units	Validation Approval Date
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ADVISORIES: No

	Subject	Number	Course Title	Units	Validation Approval Date
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12. OTHER LIMITATIONS ON ENROLLMENT: (See Title 5, Section 58106 and Board Rule 8603 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

None

Section II: COURSE CONTENT AND OBJECTIVES

1. COURSE CONTENT AND OBJECTIVES:

COURSE CONTENT AND SCOPE - Lecture: Outline the topics included in the lecture portion of the course (<i>Outline reflects course description, all topics covered in class</i>).	Hours per topic	COURSE OBJECTIVES - Lecture: Upon successful completion of this course, the student will be able to..(<i>Use action verbs - see Bloom's Taxonomy for 'action verbs requiring cognitive outcomes.'</i>)
1. Listening and note-taking A. Note-taking from lectures a. Using notes to summarize information heard in lecture.	6	1. Listen to more advanced material, i. e., recorded lectures, student oral presentations, and simultaneously take notes and use notes to make written responses and summaries.
2. Organizing, main ideas a. Using an informal but extensive outline form to organize main and supporting ideas and details.	6	2. Identify main ideas, supporting ideas and details in a recorded lecture, other recorded material, and student oral presentations.
3. Advanced tenses A. Past tense of modals B. Passive Voice	5	3. Use advanced tenses and grammar such as past of modals and passive voice.
4. Sentence structure A. Noun Clauses B. Adjective Clauses C. Adverb Clauses	5	4. Use noun, adjective and adverb clauses in writing and speaking.
5. Language signals A. Language that signals an explanation a. "Let me tell you why..." b. "What I mean is..." c. "Let me clarify..." B. Language that signals when information is important a. "I want to point out/stress that..." b. "You should write this down." c. "Let me repeat that..." C. Non-verbal signals a. The speaker/professor writes down a piece of information b. The speaker/professor uses gestures: emphasizes an idea with his hands or counts out points on his fingers. c. The speaker/professor pauses and looks at all the students.	7	5. Identify and employ language that signals an explanation and language that signals when information is important. 6. Identify and analyze non-verbal signals. 7. Peer review to recognize and evaluate other students' oral presentations. 8. Identify and use the following rhetorical modes in presentations, readings, and lectures: expository, comparison/contrast, process, and cause and effect. 9. Give impromptu speeches of two to three minutes in length. 10. Prepare written speech outlines and give longer, oral presentations. 11. Listen to, evaluate and analyze content of important, historical speeches.
6. Oral presentations A. Evaluations B. preparation C. Impromptu D. Longer oral presentations E. Famous, historical speeches	20	
7. Rhetorical modes A. Expository B. Comparison/contrast C. Process D. Cause and effect	5	

	Total:54	
	Total Hrs In Protocol:54	

1. (cont'd) LAB:

COURSE CONTENT AND SCOPE - Lab: Outline the topics included in the laboratory portion of the course (<i>Outline reflects course description, all topics covered in class.</i>)	Hours per topic	COURSE OBJECTIVES - Lab: Upon successful completion of this course, the student will be able to..(Use action verbs - see <i>Bloom's Taxonomy</i> for 'action verbs requiring cognitive outcomes.')
	Total:0	
	Total Hrs In Protocol:0	

1. (cont'd) SLO:

The student will.. (outcome)	As measured by the following method.. (assessment strategy)	And, if applicable, scored by the following learning rubric. (provide attachment)	Results are examined to determine if the outcome is achieved. Include planned or actual assessment date. (results & evaluation)	Recommendations to improve teaching and learning. (modifications)
1. give an impromptu speech of two to three minutes. 2. analyze content after listening to a historical recorded speech SLO REVIEWED 3/5/10 GY	1. Students will be assessed at least twice during semester (formative evaluation)--once as part of the final. 2. Students write a summary of the speech. Complete summary would include clear main points, supporting ideas, and in proper sequence.	1. See attached rubric 2. see attached rubric	Fall 2010 Fall 2011	

Essential Academic Skills: Reading and Communication**2. REQUIRED TEXTS:**

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

Lecture Ready 2, Sarosy, Peg, & Sherak, Kathy, 2006; Contemporary Topics 2, Second Edition, Kisslinger, Ellen, 2002; Join the Club, Book 2, Naylor, Lisa, 2002; Lecture Ready 3, Frazier, Laurie and Leeming, Shalle, 2007

3. READING ASSIGNMENTS:

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

Example of an assignment: Students will read a speech of comparison and contrast and prepare an oral summary of the two points of view.

4. WRITING ASSIGNMENTS:

Writing assignments, as required by Title 5, in this course may include, but are not limited to the following:

Example of an assignment: 1) Students will write outlines of speeches to be delivered, including main ideas and substantiation. 2) Students will prepare expository, comparison/contrast, process and cause/effect speeches of 5 to 7 minutes in length.

Essential Academic Skills: Critical Thinking and Other Course Components

5. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

Provide examples of assignments, as required by Title 5, that demonstrate critical thinking.

Students will evaluate the presentation of a peer. Students will analyze the content of an historical speech.

6. SELF-REFLECTIVE LEARNING:

If applicable, describe how students will reflect on their development as active learners. Provide representative examples below.

Students will choose an historical speech and relate its content to the issues they face in their daily lives.

7. COMPUTER COMPETENCY:

If applicable, explain how computer competency is included in the course.

A computer lab with tutors is available to ESL students. Tutors will provide guidance in basic optional computer use.

8. INFORMATION COMPETENCY:

If applicable, explain how information competency is included in the course.

Students will find information to apply to tasks.

Evaluation and Instruction

9. REPRESENTATIVE OUTSIDE ASSIGNMENTS (HOMEWORK):

Out of class assignments (Homework) may include, but are not limited to the following:

Students will complete problem solving activities not completed during class time. They will write a defense of a point of view, employing a rhetorical mode reviewed in class.

10. METHODS OF EVALUATION:

Title 5, section 55002 requires grades to be 'based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.' Methods of evaluation may include, but are not limited to the following (please note that evaluation should measure the outcomes detailed 'Course Objectives' at the beginning of Section II):

Outlined and written speeches Oral presentations Evaluations and analysis of content of others Quizzes, tests, final exam

11. METHODS OF INSTRUCTION:

Please Check All That Apply

- Discussion
- Activity
- Field Experience
- Independent Study
- Purposeful Collaboration
- Other (Please Explain)

Classroom activities are based on communicative and contextualized learning using techniques such a presentation of oral information, pair/group work, conversation and comprehension activities, a variety of listening activities, reviews and follow-up discussion of readings, vocabulary and grammar building activities, writing exercises, and audio-visual enrichment.

12. SUPPLIES:

List the supplies the student must provide.

None

13. DIVERSITY:

If applicable, explain how diversity (e.g., cultural, gender, etc.) is included in the course.

The class is open to students of varied backgrounds who will share information regarding native cultures and will learn about US culture.

14. SCANS COMPETENCIES:

(required for all courses with vocational TOP Codes; recommended for all courses)

SCANS (Secretary's Commission on Necessary Skills) are skills the Department of Labor identified, in consultation with business and industry leaders, which reflect the skills necessary for success in the workplace. Check the appropriate boxes to indicate the areas where students will develop the following skills (please note that all SCANS competencies do not apply to all courses):

RESOURCES

- Managing Time:** Selecting relevant goal-related activities, ranking them in order of importance, allocating time to activities, and understanding, preparing and following schedules.
- Managing Money:** Using or preparing budgets, including making cost and revenue forecasts; keeping detailed records to track budget performance, and making appropriate adjustments.
- Managing Material and Facility Resources:** Acquiring, storing, allocating, and distributing materials, supplies, parts, equipment, space or final products in order to make the best use of them.

INTERPERSONAL

- Participating as Member of a Team:** Working cooperatively with others and contributing to group's efforts with ideas, suggestions and effort.
- Teaching Others New Skills:** Helping others learn needed knowledge and skills.
- Exercising Leadership:** Communicating thoughts, feelings, and ideas to justify a position, encouraging, persuading, convincing or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies or authority.
- Negotiating:** Working toward agreement that may involve exchanging specific resources or resolving divergent interests.
- Working with Cultural Diversity:** Working well with men and women and with people from a variety of ethnic, social, or educational backgrounds.

INFORMATION

- Acquiring and Evaluating Information:** Identifying a need for data, obtaining the data from existing sources or creating them, and evaluating their relevance and accuracy.
- Organizing and Maintaining Information:** Organizing, processing and maintaining written or computerized records and other forms of information in a systematic fashion.
- Interpreting and Communicating Information:** Selecting and analyzing information and communicating the results of others, using oral, written, graphic, pictorial, or multimedia methods.
- Using Computers to Process Information:** Employing computers to acquire, organize, analyze and communicate information.

SYSTEMS

- Understanding Systems:** Knowing how social, organizational and technological systems work and operating effectively with them.

- Monitoring and Correcting Performance:** Distinguishing trends, predicting impacts of actions on system operations, diagnosing deviations in the functioning of a system/organization, and taking necessary steps to correct performance.
- Improving or Designs Systems:** Making suggestions to modify existing systems in order to improve the quality of products or services and developing new or alternative systems.

TECHNOLOGY

- Selecting Technology:** Judging which sets of procedures, tools or machines, including computers and their programs, will produce the desired results.
- Applying Technology to Tasks:** Understanding overall intent and proper procedures for setting up and operating machines, including computers and their reprogramming systems.
- Maintaining and Troubleshooting Equipment:** Preventing, identifying, or solving problems with equipment, including computers and other technologies.

Section III: RELATIONSHIP TO COLLEGE PROGRAMS

1. THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM: No

a. If yes, the course will be a restricted elective portion of the 'approved program' listed on the State Chancellor's Inventory of Approved Programs (approved programs can be found on the State Chancellor's Office website at <https://misweb.cccco.edu/webproginv/prod/invmenu.htm>)

2. GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:

a. Area Requested: None

Approval Date:

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas - Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education -- contained in Board Rule 6201.14 -General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm

b. Area Requested: None

Approval Date:

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas - Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education -- contained in Board Rule 6201.14 -General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm

Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

1. TRANSFER STATUS:

a. Transferable to the University of California: No b. UC Approval Date:	c. Transferable to the California State University: Yes d. College Approval Date: 1989
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2. GENERAL EDUCATION FOR TRANSFER:

<p><i>IGETC Certification</i></p> <p>a. Area Requested: None b. Date Requested: c. IGETC Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>	<p><i>CSU Certification</i></p> <p>a. Area Requested: None b. Date Requested: c. CSU Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>
<p>a. 2nd Area Requested: None b. Date Requested: c. IGETC Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>	<p>a. 2nd Area Requested: None b. Date Requested: c. CSU Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>

3. MAJOR REQUIREMENT FOR TRANSFER:

Will this course be articulated to meet lower division major requirements?: No

List college/university and the majors:

CAN NUMBER: **CAN SEQUENCE #:**

CAN Approval -

Date requested: Date approved:

Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPT/DIVISION NAME:** English and Foreign Languages
2. **DEPT/DIVISION CODE:** 04
3. **SUBJECT CODE:** 400
4. **SUBJECT ABBREVIATION:** ESL
5. **RECOMMENDED MINIMUM QUALIFICATION AREA:**
6. **ABBREVIATION FOR TRANSCRIPTS:** COL ESL6:WG:RV:LS 6C
7. **DEGREE CREDIT:**

Indicate whether the course meet the 'standards for approval' for degree credit course set forth in Title 5, section 55002(a)(2), which requires the course to have a degree of intensity, difficulty, and vocabulary that the curriculum committee has determined to be at the college level: **Degree Applicable**

8. **GRADING METHOD:** LETTER GRADE
9. **REPETITIONS:** # of times repeated for credit: 0

If this course is repeatable, explain how repetition of this course meets Title 5, section 55041(c)(2)(B):

10. **PRIOR TO TRANSFERABLE LEVEL:**

This course attribute applies to *English, Writing, ESL, reading and mathematics* courses ONLY. If applicable, indicate how many levels below the transferable level this course should be placed: **one level below the transferable level**

11. **CREDIT BASIC SKILLS:**

Title 5, section 55000(j) defines basic skills as 'courses in reading, writing, computation, and English as a Second Language, which are designated as non-degree credit courses pursuant to Title 5, section 55002(b)'.': **No**

12. **CROSS REFERENCE:**

Is this course listed as equivalent in content to existing College/District courses in another discipline?: **No**

If Yes, list courses (documentation of cross-discipline agreement must be provided):

13. **COURSE SPECIFICALLY DESIGNED FOR STUDENTS W/ DISABILITIES:**

Title 5, section 56029 allows a course to be repeatable when continuing success of the students with disabilities is dependent on additional repetitions of a specific class. Is this course designated as an 'approved special class' for students with disabilities?: **No**

If yes, provide an explanation of how this course meets the requirements of Title 5, section 56029:

14. COOPERATIVE EDUCATION STATUS:

Title 5, section 55252 allows for two types of Cooperative Education: 1) General Work Experience Education -- i.e., supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes and career awareness, which need not be related to the students' educational goals; or 2) Occupational Work Experience Education - i.e., supervised employment, extending classroom based occupational learning at an on-the-job learning station, which is related to the students' educational or occupational goal. Is this course part of the college's approved cooperative work experience education program?: **No**

15. COURSE CLASSIFICATION: Liberal Arts and Sciences

Note: A course Classification, TOP Code and SAM code must be aligned e.g., Courses with an 'Occupational' Course Classification must have an 'Occupational' TOP Code and a SAM Code of A, B, C, or D; courses that do not have an 'Occupational' Course Classification cannot have an Occupational TOP Code and must have an 'E' SAM Code. Courses coded as 'basic skills' in #11 should be coded 'Adult and Secondary Basic Skills.'

16. TOP CODE - (6 digits XXXX.XX): **4930.86**

Course content should match discipline description in Taxonomy of Programs found at <http://ecd.laccd.edu/TaxonomyOfPrograms.doccurriculum.htm>

17. SAM CODE (Student Accountability Model): **E**

18. FUNDING AGENCY CODE:

19. STATE COURSE ID:

Section VI: APPROVAL STATUS

1. APPROVAL STATUS:

		Approval Date Of	Board Date	Requested Effective Semester	Approved Effective Semester
a.	<input type="checkbox"/> New Course	College:	Board:	Effective Semester:	Effective Semester:
b.	<input type="checkbox"/> Addition of Existing District Course	College:	Board:	Effective Semester:	Effective Semester:
c.	<input checked="" type="checkbox"/> Course Change*	College:		Effective Semester:	Effective Semester:
d.	<input checked="" type="checkbox"/> Outline Update	College: 3/16/10			Effective Semester:
e.	<input type="checkbox"/> New Course	College:		Effective Semester:	Effective Semester:
f.	<input type="checkbox"/> New Course	College:	Board:	Effective Semester:	Effective Semester:

* Changes to a course require the completion of a 'Course Change Request' form and approval by the college's Curriculum Committee. In some cases districtwide approval is also required; see, Administrative Regulation E-65, section 3(c) for details.

Section VII: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

(complete in consultation with Department Chair and the appropriate Academic Administrator)

N/A – Existing Course

1. **ORIGINATOR: Braun Carranco, Marcia**

2. **DEPARTMENT: 04**

3. **IF THIS IS A NEW COURSE, INDICATE HOW THE COLLEGE PLANS TO MEET THE EXPENSE OF THIS COURSE:**

By additional funds. Describe:

By deleting courses from the college catalog and course database. List specific courses to be deleted:

By deleting sections of existing course. List courses and number of sections to be deleted:

FIRST YEAR: SECOND YEAR: THIRD YEAR:

By rotating sections of existing courses. List courses and number of sections to be rotated, as well as the semesters in which they will be offered:

4. **IMPACT**

IMPACT -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus? No (If yes, briefly explain how)

5. **METHOD OF SUPPORT**

-- Indicate how the college plans to support the proposed course:

A. Additional staff -- List additional staff needed:

B. Classroom -- List classroom type needed:

C. Equipment -- List new equipment needed and indicate funding source for any new equipment:

D. Supplies- List supplies and indicate dollar value:

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E. Library/Learning Resources- The course initiator shall consult with the College Librarian and review the college library, book, periodical, and electronic resource collections relevant to this course. List additional titles and resources to be considered for purchase as funding permits:

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CERTIFICATION AND RECOMMENDATION

- This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate Degree.
- This course meets Title 5 requirements but does not satisfy the requirements for an Associate Degree applicable course.

We certify that the information and answers above properly represent this course.

Originator	Date
Department/Cluster Chairperson	Date
Articulation Officer	Date
Librarian	Date
Dean (if applicable)	Date
Curriculum Committee Chairperson	Date
Academic Senate President	Date
Vice President, Academic Affairs	Date

Section VIII: ADDENDA

SLO Rubric	SLO #1 rubric	<u>ESL6C_SLORubric.docx</u>
SLO Rubric	SLO #2 Rubric	<u>ESL6C_SLO2Rubric.docx</u>
Prerequisite Document	Prerequisite Document	<u>ESL6C,PrereqValidation,310.doc</u>

ESL 6C RUBRIC, SLO #1				
	Excellent (4 pts)	Good (3 pts)	Average (2 pts)	Needs to Improve (1 pt)
CRITERIA				
1. Organization	Introduction, Body & Conclusion present; follows outline	All parts present, but may be incomplete	One part is missing	More than one part missing; outline is not followed
2. Delivery	Maintains audience attention throughout speech	A few people may be distracted during speech	Presenter is somewhat distracted during delivery	Presenter is very distracted during delivery
3. Clarity	Audience walks away with clear idea of what speaker presented (short audience survey will be distributed—at least 90% of students answer correctly)	Audience response to survey indicates 80%-89% of students answer correctly.	70%-79% answer correctly.	Audience has no clear idea of the speaker's presentation (69% or less)
4. Effectiveness	Proper grammar, posture, tone of voice, proper appearance (all excellent)	One characteristic needs improvement	Two characteristics need improvement	More than two characteristics need improvement

(Uploaded Documents)

ESL 6C RUBRIC, SLO #2				
	Excellent (4 pts)	Good (3 pts)	Average (2 pts)	Needs to Improve (1 pt)
CRITERIA				
5. clear main points	All main points present	1 main point missing	2 main points missing	More than 2 main points missing
6. supporting ideas	All supporting ideas present	1 supporting idea missing	2 supporting ideas missing	More than 2 supporting ideas missing
7. Sequence	Completely correct sequence (order of ideas)	1 idea out of sequence	2 ideas out of sequence	More than 2 ideas out of order

CONTENT REVIEW FOR PREREQUISITE VALIDATION

Target Course & Number, Title: ESL 6C; College English as a Second Language VI: Listening and Speaking
(Course to which pre/corequisite/advisory applies)

Check Applicable Box

- Prerequisite: **ESL 5C; College English as a Second Language V: Listening and Speaking**
 Corequisite:
 Advisory:

A. Target Course Entry Skills: ESL 6C; College English as a Second Language VI: Listening and Speaking

(For prerequisites/corequisites, list specific skills and/or knowledge necessary for students to succeed in the target class. For advisories, list skills/knowledge which will enrich or deepen the student's knowledge obtained from the course but without which the student may still succeed in the course. Attach additional sheet if necessary. NUMBER EACH SKILL.)

1. Listen to spoken English and take minimal notes.
2. Be familiar with some language signals
3. Prepare spoken presentations of three to five minutes.
4. Outline main idea and supporting ideas in an oral presentation.

B. Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment: ESL 5C; College English as a Second Language V: Listening and Speaking

(List specific skills and/or knowledge that are the outcome of the prerequisite/corequisite/advisory course or assessment. For courses already in the curriculum, these should be present in the course objectives in the course outline. Attach additional sheet if necessary. NUMBER EACH SKILL.)

1. Listen to lecture material, take notes, and use notes to make written responses and summaries.
2. Identify main ideas, supporting ideas and details in a lecture.
3. Use advanced tenses and grammar such as conditional, "used to", noun and relative clauses.
4. Use compound and complex sentences in writing and speaking.
5. Identify examples, definitions, and transitions between ideas in a lecture and class presentation.
6. Identify language signals such as "I want to give you some background on..." and "What I want to do is compare..."
7. Use appropriate language in a class discussion to:
 - a. enter a discussion about the ideas in a lecture
 - b. contribute one's own ideas
 - c. interrupt and ask for clarification
 - d. ask for more information
 - e. agree and disagree with ideas
8. In a debate, analyze one side of an issue and present a persuasive argument to the class.
9. After analyzing a topic, present a short speech (three to five minutes), using new vocabulary words and idioms.
10. Relate one's own experiences in a class presentation or small group discussion.
11. Identify and use some of the most frequently used words from the academic word list.
12. Identify and use the following rhetorical modes in presentations, readings, and lectures: descriptive, expository, comparison/contrast, and process.

CONTENT REVIEW SKILLS MATRIX FOR PREREQUISITE VALIDATION*

*Validation requires at least one match of each entry skill with any exit skill(s).

ESL 6C; College English as a Second Language VI: Listening and Speaking

Entering Skills of Target Course

COURSE & NUMBER: ESL 5C
Course Title: College English as a
Second Language V: Listening and
Speaking

	1	2	3	4	5	6	7	8	9
1	X								
2				X					
3									
4									
5		X							
6		X							
7									
8			X						
9			X						
10			X						
11									
12									

Was validation achieved? YES or NO

Comments:

(Include justification for assessments, health and safety, or non-course prerequisites)

PARTICIPANTS IN CONTENT REVIEW:

(Signatories should include instructors for both exit and entering skills courses.)

Name: _____ Title: _____ Initial: _____ Date: _____

Name: _____ Title: _____ Initial: _____ Date: _____

Name: _____ Title: _____ Initial: _____ Date: _____

CERTIFIED BY:

 Initiator Date

 Department Chairperson Date

 Curriculum Chairperson Date