



Course Name: COMBINED SKILLS -- V

Course Number: ESL* E150 (formerly ESL 121)

Credits: 6 (6 contact hours) Foreign Language/Humanities Credits

Catalog description: An advanced language course for non-native students who have developed basic fluency in written and spoken English and who wish to further improve their language skills for academic or career purposes. Emphasizes intensive academic vocabulary development, extensive reading practice using short and long selections of general interest from academic subjects and literary works, individual pronunciation and oral presentations. Elements of effective writing include problems in advanced syntax and sentence structure, and are applied in short essays and longer writings such as autobiographies and book reports. Two hours of laboratory/tutorial practice required per week.

Prerequisite: ESL Placement Test

Corequisite, or Parallel:

General Education Competencies Satisfied:

HCC General Education Requirement Designated Competency Attribute Code:

None

Additional CSCU General Education Requirements for CSCU Transfer Degree Programs:

None

Embedded Competency (ies):

None

Discipline-Specific Attribute Code:

None

Course objectives:

General Education Goals and Outcomes:

None



Course Specific Objectives:

1. To identify and use about 1000 new words and idiomatic expressions beyond the 4000 - word frequency range.
2. To show listening, short-term memory, and note-taking skills.
3. To demonstrate speaking ability for confidence and fluency in a variety of academic and career contexts.
4. To demonstrate reading comprehension of ungraded, authentic general-interest reading matter, literature, and academic content matter.
5. To show confidence, fluency, and accuracy in narrative, descriptive, and opinion essay writing.

PERFORMANCE OBJECTIVES:

- A. Listening: Students will be able to:
 1. Demonstrate an ability to listen to a spoken or taped selection and do comprehension exercises: true/false; multiple choice, agree/disagree, and sequencing.
 2. Identify features and segments of the language, including inflectional endings, contractions, vowel reduction, from taped or spoken dictation.
- B. Reading: Students will be able to:
 1. Do comprehension exercises: identify the main idea and supporting details; make inferences; recognize facts, opinions, feelings, sequence of events.
 2. Use contextual clues such as grammatical structures, punctuation, and cohesive devices to arrive at meaning.
 3. Do word analysis of common derivational and inflectional affixes.
 4. Use pre-reading strategies.
 5. Demonstrate familiarity with the library by using references and resources to complete specified independent reading assignments.
- C. Productive Skills: Writing -- Students will be able to:
 1. Write a focused composition of 200 - 250 words developing a topic with support details, examples, and a conclusion in the following genres: narration, description, and opinion.
 2. Write a 2000-word autobiography, following suggested guidelines.



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3. Write a 500-word book report or other limited research report.
 4. Write concise summaries and pertinent responses to a variety of selections from literature and academic content readings.
 5. Proofread and edit for:
 - a. Form, including structure and syntax
 - b. Conventions, such as indenting, title, margins, spacing
 - c. Mechanics: punctuation and spelling
 - d. Content: logical development, relevance, and clarity
 - e. Cohesive devices.
 6. Write with a variety of sentence structures and show evidence of fluency.
 7. Take notes from taped or spoken passages.
- D. Speaking: Students will be able to:
1. Participate in a discussion by asking and answering questions, agreeing and disagreeing, and expressing opinions.
 2. Respond orally using acceptable pronunciation, grammar, and syntax.
 3. Memorize and recite an English poem of at least 100 words using appropriate stress and intonation, rhythm, emphasis and expression.
 4. Present a formal oral report on an independently read book, or on a researched topic.

COURSE CONTENT:

1. Review of all simple continuous, and perfect tenses.
2. Review of other grammatical structures covered in ESL*130-140; and of other items covered in ESL*010-020, as needed.
3. Present perfect tense vs. past tense.
4. Conditional sentences: past unreal situations with “if” and formal “had”.
5. Passive voice with continuous and perfect tenses; active vs. passive voice: when each is appropriate.
6. Direct and indirect speech; embedded clauses, phrases, and questions.
7. Present and past participles used as adjectives.
8. Noun clauses, adverbial clauses, and adjectival clauses.
9. Additional uses of gerunds and infinitives.
10. Additional use of articles: when to use and when to omit.
11. Additional two-word verbs.
12. Review and expand punctuation: capitalization, periods, commas, semi-colons.



Minimum Standards Exit Tests: Students completing ESL*150 must score a minimum of 60 percent comprehension of the CELT Post-Tests: Structure and Vocabulary; they must also submit an acceptable departmental Writing Portfolio-- before receiving permission to enroll in ESL*160.

Recommended Grading Standards:

All reading and writing assignments , quizzes, tests, dictations	65 percent
Oral presentations	10 percent
Final Writing Portfolio (in lieu of an exam)	25 percent

Date Course Created:

Date of Last Revision: 03/23/2017