

Kapiolani Community College

ESOL 90F - Beginning English for Speakers of Other Languages

1.
Course Alpha [required field]

ESOL

2.
Course Number [required field]

90F

3.
Addition? Deletion? Modification? If this is a modification, what actions are proposed? Is this course applying for or renewing a Diversification designation? A Foundations designation?

Modification:

The course description has been modified.
The course prerequisites have been modified.
The course competencies have been modified.
Linking course content to the new course competencies to the evaluation methods.

4.
Full Course Title for the Catalog [required field]

Beginning English for Speakers of Other Languages

5.
Date of this Course Outline [required field]

11/30/2014

6.

Prerequisite(s) for catalog text and linking to courses (click yellow prereq button to access linking level)

ESOL 90F

Beginning English for Speakers of Other Languages (Fall) (Qualification for)

ESOL 90S

Beginning English for Speakers of Other Languages (Spring) (Qualification for)

Prerequisite(s): Qualification for ESOL 90 on the KCC placement test, a grade of CR for ESOL 90F/90S or instructor recommendation. With instructor approval, students can self place if they feel that their language proficiency is at the basic level.

7.

Corequisite(s) for catalog text and for linking (click yellow coreq button to access linking level)

8.

Recommended preparation for catalog text and for linking (click yellow Rec Prep button to access linking level)

9.

Credits [required field]

07

10.
Repeatable for additional credits?

YES

11.
Maximum number of credits for student transcript

98

12.
Cross-listed

NO

13.
Contact Hours (type) [required field]

- LLB (Lecture, lecture/lab)

14.
Contact Hours (quantity) How many hours will the student spend per week in lectures, laboratories, lecture/labs, clinical, etc.? [required field]

4 hours lecture, 6 hours lecture/lab per week

15.
Course Description [required field]

ESOL 90F provides for accelerated language development of academic English for beginning and high-beginning speakers who are preparing for entrance into ENG 100/ESL 100 and other college-level courses. This course includes basic grammar structures, vocabulary development, writing at the paragraph level, and

aspects of academic and American culture. The course also provides a writing workshop that will include using internet resources and www 2.0 tools like blogs, discussion boards, and wikis.

16.

Suggested Methods of Evaluation - Measures of Student Achievement [temporary, for fall 2014, no longer a required field]

- Assignment(s)
- Essay(s)
- Final Paper
- Paper(s)
- Writing Assignment(s)
- Written Project(s)

Method of Evaluation

Assignment(s)

Essay(s)

Final Paper

Paper(s)

Writing Assignment(s)

Written Project(s)

17.

Suggested Methods of Instruction [required field]

- Audio (radio broadcast, tapes, CDs, MP3s, etc.)
- Language Immersion
- Class Discussion
- Internet Enhancement
- Lectures
- Small Group Activities
- Student Participation
- Student Reports and Projects
- WWW Research

18.

General Education Student Learning Outcomes

Thinking/Inquiry - Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative/symbolic reasoning.

Communication - Ethically compose and convey creative and critical perspectives to an intended audience using visual, oral, written, social, and other forms of communication.

Preparatory Level

Self and Community/Diversity of Human Experience - Evaluate one's own ethics and traditions in relation to those of other peoples and embrace the diversity of human experience while actively engaging in local, regional and global communities.

Aesthetic Engagement - Through various modes of inquiry, demonstrate how aesthetics engage the human experience, revealing the interconnectedness of knowledge and life.

Integrative Learning - Explore and synthesize knowledge, attitudes and skills from a variety of cultural and academic perspectives to enhance our local and global communities.

GenED SLO

Communication - Ethically compose and convey creative and critical perspectives to an intended audience using visual, oral, written, social, and other forms of communication.

**19.
Program Student Learning Outcomes Addressed**

Program SLO
Ethically compose and convey creative and critical perspectives to an intended audience using visual, oral, written, social, and other forms of communication. (AA in Liberal Arts)

**20.
Specific course level Student Learning Outcomes [not currently used at KapCC unless required by external accreditation]**

**21.
Course Competencies with links [required field] (click yellow Competencies button to enter individual competencies), (to link with grading and Program SLOs use chain link icon in the upper right corner)**

Upon successful completion of ESOL 90F, the student should be able to:

Competency/Content

- A
- B
- C
- D
- E
- F
- G
- H
- I

J
K
L
M
N
O
P

Independently write substantially error-free, well-organized, and coherent evidence-based academic essays, totaling 10 pages (2500 words) of revised prose.

LEGEND

A. Module One: Reading/Film
Week One: Language Learning / Setting the Theme
Introduction to the opportunities model.

- B. Module One: Reading/Film
Week Two: Grammar Accuracy: Introduction to the American-English verb patterns and uses.
- C. Module One: Reading/Film
Week Three: Writing Skills: Writing for fluency. Writing a 100 word paragraph.
- D. Module One: Reading/Film
Week Four: Language Development: Learning vocabulary from the reading and film.
- E. Module Two: Reading/Film
Week One: Language Learning: Developing awareness of opportunities that are being provided in class.
- F. Module Two: Reading/Film
Week Two: Grammar Accuracy: Introduction to different kinds of nouns.
- G. Module Two: Reading/Film
Week Three: Writing Skills: Introduction to the academic essay: working on introductions and conclusions
- H. Module Two: Reading/Film
Week Four: Language Development: Building vocabulary from the reading and the film. Using the reading for text deconstruction and the film for text construction.
- I. Module Three: Reading/Film
Week One: Language Learning: Developing strategies to take up the opportunities provided.
- J. Module Three: Reading/Film
Week Two: Grammar Accuracy: Introduction to how modifiers are used in an English sentence.
- K. Module Three: Reading/Film
Week Three: Writing Skills: Working on the academic essay: connecting ideas together logically.
- L. Module Three: Reading/Film
Week Four: Language Development: Building vocabulary from the reading and the film. Using the reading for text deconstruction and the film for text construction.
- M. Module Four: Reading/Film
Week One: Language Learning: Self-evaluation of taking up the opportunities. Reflecting on obstacles faced in taking up opportunities. Giving feedback to the teacher about barriers.
- N. Module Four: Reading/Film
Week Two: Grammar Accuracy: Introduction to patterns of connecting parts of the sentence together.

O. Module Four: Reading/Film
Week Three: Writing Skills: Reaching for the 250 word academic essay.

P. Module Four: Reading/Film
Week Four: Language Development: Building vocabulary from the reading and the film. Using the reading for text deconstruction and the film for text construction.

Competency/MethodEval

A
B
C
D
E
F

Independently write substantially error-free, well-organized, and coherent evidence-based academic essays, totaling 10 pages (2500 words) of revised prose.

LEGEND

- A. Assignment(s)
- B. Essay(s)
- C. Final Paper
- D. Paper(s)
- E. Writing Assignment(s)
- F. Written Project(s)

Competency/PSLO

A

Independently write substantially error-free, well-organized, and coherent evidence-based academic essays, totaling 10 pages (2500 words) of revised prose.

LEGEND

A. Ethically compose and convey creative and critical perspectives to an intended audience using visual, oral, written, social, and other forms of communication. (AA in Liberal Arts)

22.

Course Content with links [required field] (click on the blue help icon in the upper right corner for details on how to fill out this field)

The goal of ESOL 90F is to develop academic writing skills. There is a theme that runs through the entire semester. The theme for ESOL 90F is Language Learning.

Content/Competency

A

Module One: Reading/Film

Week One: Language Learning / Setting the Theme
Introduction to the opportunities model.

Module One: Reading/Film

Week Two: Grammar Accuracy: Introduction to the American-English verb patterns and uses.

Module One: Reading/Film

Week Three: Writing Skills: Writing for fluency. Writing a 100 word paragraph.

Module One: Reading/Film

Week Four: Language Development: Learning vocabulary from the reading and film.

Module Two: Reading/Film

Week One: Language Learning: Developing awareness of opportunities that are being provided in class.

Module Two: Reading/Film

Week Two: Grammar Accuracy: Introduction to different kinds of nouns.

Module Two: Reading/Film

Week Three: Writing Skills: Introduction to the academic essay: working on introductions and conclusions

Module Two: Reading/Film

Week Four: Language Development: Building vocabulary from the reading and the film. Using the reading for text deconstruction and the film for text construction.

Module Three: Reading/Film

Week One: Language Learning: Developing strategies to take up the opportunities provided.

Module Three: Reading/Film

Week Two: Grammar Accuracy: Introduction to how modifiers are used in an English sentence.

Module Three: Reading/Film

Week Three: Writing Skills: Working on the academic essay: connecting ideas together logically.

Module Three: Reading/Film

Week Four: Language Development: Building vocabulary from the reading and the film. Using the reading for text deconstruction and the film for text construction.

Module Four: Reading/Film

Week One: Language Learning: Self-evaluation of taking up the opportunities. Reflecting on obstacles faced in taking up opportunities. Giving feedback to the teacher about barriers.

Module Four: Reading/Film

Week Two: Grammar Accuracy: Introduction to patterns of connecting parts of the sentence together.

Module Four: Reading/Film

Week Three: Writing Skills: Reaching for the 250 word academic essay.

Module Four: Reading/Film

Week Four: Language Development: Building vocabulary from the reading and the film. Using the reading for text deconstruction and the film for text construction.

LEGEND

A. Independently write substantially error-free, well-organized, and coherent evidence-based academic essays, totaling 10 pages (2500 words) of revised prose.

23.

Text and materials

All materials and resources used in this course are in the ESOL Program website in Lualaba. Teachers have access to this site and share the materials with their students through their course website.

24.

Auxiliary Materials and Content

Video, CDs, DVDs, videocasts, podcasts : Commercial films, documentaries and news and educational programs in various multimedia and electronic formats are available for classroom use. Materials organized from the web is available on line to the students.

25.

Reference Materials

Tagg, J. (2003) *The Learning Paradigm College*. San Francisco, CA: Anker Publishing.

Boykin, W.A. & Noguera, P. (2011). *Creating the Opportunity to Learn*. Alexandria, VA: ASCD.

Kumaravadivelu, B. (2003). *Beyond Methods: Macrostrategies for Language Teaching*. New Haven & London: Yale University Press.

Harklau L., Losey K. M., Siegal M. (eds) (1999). Generation 1.5 Meets College Composition : Issues in the Teaching of Writing to U.S.-Educated. Mahwah, NJ & London: Lawrence Erlbaum Associates.

Matsuda P.K. Cox M. Jordan J. Ortmeier-Hooper C. (2006). *Second-Language Writing in the Composition Classroom: A Critical Sourcebook*. Boston MA: Bedford/St. Martin's.

Sweet, A. P. & Snow, C. E. (2003). *Rethinking Reading Comprehension*. New York, London: The Buildford Press.

Roberge, M. Siegal, M. Harklau, L. (2009). *Generation 1.5 in College Composition*. New York, NY: Routledge.

Martin, R. (2009). *The Design of Business*. Boston, Mass: Harvard Business Press.

Langer, E. J. (1997). *The Power of Mindful Learning*. Cambridge, Mass: Persus Books.

Dweck, C. (2006). *Mindset: The New Psychology of Success*. New York, NY: Random House.

Brown, T. (2009). *Change by Design*. Pymble, Australia: HarperCollins e-books.

26. **Semester information**

- FALL

27.

Effective Term [required field]

Fall 2015

**28.
Suggested Methods of Delivery**

- Traditional Classroom

**29.
Grading Options [required field]**

- Credit/NoCredit with CR Plus

**30.
Grading Scale and Weighting Suggestions (reflect suggested selections from #16) [temporary, for fall 2014, no longer a required field]**

Suggested Grading Scale:

90 - 100% = A
80 - 89% = B
70 - 79% = C
60 - 69% = D
less than 60% = F

Suggested Weighting Scale:

Completion of Assignment(s), Essay(s), Paper(s), Writing Assignment(s), Written Project(s) = 60%

Final Paper = 40%

A student with a grade of A or B will receive a CR+.
A student with a grade of C or D will receive a CR.

A student with a grade of F will receive a NC.

Whatever method of evaluation is used, it is understood that the instructor reserves the right to make necessary and reasonable adjustments to the evaluation policies outlined.

31.

Is the course required or an elective in a degree or certificate program? If yes, name the degree or certificate where the course is required.

No.

32.

For what degree or certificate program(s) was the course designed? Will the course lengthen the time for the students to complete the program? Will it replace another course?

The course was designed for the ESOL program, which prepares students for ESL 100 and for other college courses. This modification will not lengthen the time students take to complete their programs. The modification will not replace another course.

33.

Will this course proposal increase or decrease the number of required hours needed for a certificate or degree? Yes/No If yes, provide justification.

No.

34.

Will this proposal require a change in staff, equipment, facilities, or other resources?

No.

35.

Do we have a full-time faculty member who meets the requirements to teach this course? If not, who will teach the course?

Yes.

36.

**Is this an experimental course seeking regular status? Yes/No
If "Yes", what was the experimental number and when (what semesters/years) were the experimental classes offered?**

No.

37.

How is this course related to the educational needs and goals of the division, college, and community as reflected in the Strategic Plan? How is it related to courses and programs?

This course supports B4F of the Strategic Plan (Provide, maintain and improve student support services for immigrant students including language access as required under State Office of Language Access (OLA) guidelines) In accordance to Hawaii Language Access Laws, the program aims at helping immigrants through the "language barriers (that) often prohibit many residents from fully participating in our community and undermine efforts to become self-sufficient and productive." The program is also "to ensure that LEP individuals have equal, meaningful access to state-funded services in Hawaii" i.e. the University of Hawaii system.

The course also supports B4G and D8 of the Strategic Plan. B4G states that the college needs to "support retention, persistence, and success of immigrant students." D8 of the strategic plan is the goal

to “ Increase International (F-1 and other visa) student enrollment by three percent per year, from 630 to 800.”

This course supports the college goals because the purpose of the course is to prepare immigrant students and international students for success in college level courses.

38.

Basic skills (reading, writing and analytical) needed for success in the course. The concern here is with the skill levels required of students rather than the level of material in the class.

Upon entry, students must have a 5th grade English reading level, that is they should be able to read to learn. With guidance and support from the teacher, students should be able to plan, revise, edit and rewrite short paragraphs that are organized and developed.

39.

Amount (quantity) and level of reading, writing or other independent work required. As a rule of thumb, much of the reading material for a freshman level course should be at 12th or 13th grade level.

Students are expected to have a basic level of English upon entry to ESOL 90F. At this level, they will read authentic texts and write short essays. There are no expectations of background knowledge in specific areas.

40.

Amount (quantity) and level of quantitative and logical reasoning required. Where the course involves use of mathematics, a minimum of one year of high school algebra, or its equivalent, as background for the course would be required for transfer courses.

Students are not expected to do quantitative and logical reasoning that involve high levels of math.

41.

Background knowledge in related subject matter expected of students entering the course. Is a course based on the expectation that students will have completed normal high school courses in related areas?

Students are expected to have at least basic survival level English. They are expected to have basic alphabetic understanding and phonemic awareness and understand the sound-symbol-meaning relationship of words. They are expected to have basic reading skills (page orientation, left-to-right reading direction, parts of a book, etc). There are no expectations of background knowledge in specific areas.

42.

Expectations for student participation outside of class. Students are expected to spend at least three hours outside of class for every hour in class by means of the following activities:

- Group Project
- Homework Assignments
- Papers
- Reading Assigned Text(s)
- Term Papers

43.

Justify the level of proposed course: 100 level, 200 level, 300 level, or lower than 100 level.

The Community Colleges have established course sequences that conform to the University of Hawai'i system numbering pattern which

has been adopted as accepted practice:

1 - 99 Courses not applicable for credit towards a baccalaureate degree.

This course is numbered below 100 (90) because it is a basic skills class. The credits earned in this class cannot be applied to any degree or certificate.

44.

Identify similar courses at other UH colleges: list college, alpha, number, title, and credits for each. If it differs in important ways, explain how.

ESL (English as a Second Language) was commonly used up through the 1990s. However, the realization that English may be someone's third or fourth language forced the international organization to change its name to TESOL (Teaching English to Speakers of Other Languages) in 1997. At that time the change was also made at KapCC. ESL 100, however, was articulated with Manoa's ELI 100 so the change could not be made for that course.

KCC's ESOL courses are all content-based and integrated skills. All the other programs in the UH system have discrete skills classes (Reading, Writing, Speaking and Listening). UH-Manoa's ELI, LCC, HCC, HawCC all have ESL programs with similar levels as KapCC but their courses are separated into discrete skills and are language based. They have three 3-credit courses at each level which would be equivalent to one course at KapCC.

45.

Is a similar course taught on the upper-division level by a four year UH college? If so, explain why this course is appropriate at the lower division, or how it differs from its upper-division counterpart.

There is no similar course taught at the upper-division level by a four-year UH college.

46.

Is this course appropriate for articulation with the UH Manoa General Education Core Requirements? Yes/No

No, it is not.

47.

Is the course currently articulated with any two or four-year program at another UH institution? If so, give details and dates of agreement(s) and explain any impact the proposed change may have upon articulation. (Please note that this is NOT a reference to UHM Gen Ed articulation.)

No, it is not.

48.

Maximum enrollment per class section? (and justification if maximum enrollment is not standard) [required field]

22. Skills classes have lower maximum enrollment to allow faculty to monitor students development of skills more closely. The class size norm for writing classes in the UH system is between 20 and 25.

49.

Number of class sections? (Indicate whether per semester or per year)

1 per semester

50.

Exclude from catalog? Yes/No

NO

51.

**Justification (explain why this curriculum action is proposed).
If applicable, list explanations of how this course meets
Diversification or Foundations Hallmarks.**

The course description and course prerequisites are being modified in order to expand access for a wider range of beginning level students.

The course competencies are being updated as a result of the completion of an assessment cycle, as detailed below:

The ESOL Program began its assessment of ESOL 90 upon the implementation of the College's Course Level Assessment Plan in spring 2011. In its initial meeting to discuss assessment of the course, the ESOL Program Coordinator and the ESOL Discipline Assessment Coordinator decided that the course competencies were very broad in scope, difficult to effectively assess, and in need of update. It was decided that the focus of assessment efforts would be on developing completely new, clear, concise competencies in the area of writing. A focus on writing—specifically, on grammatical accuracy in writing—was chosen because without a certain level of accuracy, college-bound second language learners will be unable to effectively express themselves in the work required by their college courses. (The importance of writing as a means of expression is clearly shown in the assessment methods used by faculty at the College: Approximately 74% of faculty use written papers or reports, 46% use essay tests, and 34% use some form of portfolio [OFIE, 2011].)

In monthly ESOL Program meetings over the course of AY 2011 – 2012, AY 2012 – 2013, and AY 2013 – 2014, ESOL faculty created, explored, and refined a measure of grammatical accuracy, the accuracy index ($\frac{\# \text{ of accurate sentences}}{\# \text{ of sentences}}$, where accurate sentences are defined as those sentences free of errors in grammar, spelling, capitalization, and punctuation). The use of this measure has led to changes and improvements in classroom instruction. Since the accuracy index was first implemented, average course accuracy on a semester-end final in-class writing assignment (with no language support, eg, dictionaries, allowed,) has increased from 5% in fall 2011 to 12% in spring 2014. (For comparison, a small-scale spring 2012 study of ENG 100 mid-term papers written at home revealed an average accuracy of approximately 60%.)

Based on the changes in instruction and the increase in student learning induced by the use of the accuracy index, new competencies and curriculum were developed for the course, resulting in the current course update.

The next assessment cycle will continue to focus on instructional improvement through the exploitation of the accuracy index, and through the development of an instructionally meaningful measure of cogency in writing.

Reference

Office for Institutional Effectiveness at Kapiolani Community College (2011). 2012 Accreditation Self Study Faculty and Staff Survey. Retrieved October 1, 2011 from http://ofie.kcc.hawaii.edu/images/stories/Faculty_Responses.pdf

52. Special Comments for Catalog

Comment: Offered Fall Semester only.
ESOL 90F is repeatable for credit with no maximum credit limit.
Special grading options are NC (earns no credit for the course and must enroll in another semester of ESOL 90F/ESOL 90S), CR (earns credit for the course but must enroll in another semester of ESOL 90F/ESOL 90S), and CR+ (earns credit for the course and is eligible for ESOL 92F/ESOL 92S).

53. Status (active/inactive)

Active

54. Restricted to Specific Semester(s)

- FALL

55.

Explain the reason for and purpose of prerequisites, corequisites, and recommended preparation [Kap CC Faculty Senate requirement if have prereqs/coreqs/rec preps]

The following pre-requisites are for accurate placement purposes: Qualification for ESOL 90F on the KCC placement test OR a grade of CR for ESOL 90S OR instructor recommendation. With instructor approval, students can self place if they feel that their language proficiency is at the basic level.

**56.
AA General Education Area (contact the Faculty Senate for directions on completing documentation for Foundations categories FS, FW, FGA, FGB, FGC)**

**57.
AA General Education Extra**

**58.
AS General Education Area**

**59.
AS General Education Extra**

**60.
Banner title (30 characters or fewer) [required field]**

Beginning ESOL (Fall)