

Washtenaw Community College Comprehensive Report

ESL 023 High Beginning ESL Reading and Writing Effective Term: Spring/Summer 2020

Course Cover

Division: Humanities, Social and Behavioral Sciences

Department: English & College Readiness

Discipline: English as Second Language

Course Number: 023

Org Number: 11300

Full Course Title: High Beginning ESL Reading and Writing

Transcript Title: High Beg ESL Read & Writing

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission: Three Year Review / Assessment Report

Change Information:

Outcomes/Assessment

Other:

Rationale: Since its major revision in 2015, this is the first time that ESL 023 has been assessed.

Outcome language and assessment tools need to be revised to reflect what we have actually been able to do in the course.

Proposed Start Semester: Winter 2020

Course Description: In this course, students will move beyond minimal survival English in the areas of reading and writing. The reading portion focuses on building vocabulary as well as reading skills. The writing portion focuses on the production of sentences on basic topics with much guidance.

Satisfactory/unsatisfactory grading is used.

Course Credit Hours

Variable hours: No

Credits: 4

Lecture Hours: Instructor: 60 **Student:** 60

Lab: Instructor: 0 **Student:** 0

Clinical: Instructor: 0 **Student:** 0

Total Contact Hours: Instructor: 60 **Student:** 60

Repeatable for Credit: NO

Grading Methods: S/U (for courses numbered below 100)

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

Reduced Reading/Writing Scores

College-Level Math

No Level Required

Requisites

Prerequisite

ESL GVR Level E-1 and ESL Listening Level E-1

General Education

Degree Attributes

Below College Level Pre-Reqs

Request Course Transfer

Proposed For:

Student Learning Outcomes

1. Read and understand simplified texts independently.

Assessment 1

Assessment Tool: Departmentally-developed exam

Assessment Date: Fall 2021

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All students

How the assessment will be scored: Rubric

Standard of success to be used for this assessment: 70% of students will score at least 70% on the departmentally-developed reading exam.

Who will score and analyze the data: Departmental faculty

2. Identify the meaning of basic vocabulary words from the first 1000 words of the New General Service List.

Assessment 1

Assessment Tool: Departmentally-approved classroom test

Assessment Date: Fall 2021

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will achieve success on 70% of the sentences produced.

Who will score and analyze the data: Departmental faculty

3. Write a group of sentences in a paragraph format from picture prompts that show the ability to write complete sentences in English that are usually intelligible to a sympathetic native speaker (i.e. an ESL instructor accustomed to reading text written by students whose first language is not English), with effort.

Assessment 1

Assessment Tool: Composition based on picture prompts

Assessment Date: Fall 2021

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will score 70% or higher.

Who will score and analyze the data: Departmental faculty

4. Write sentences in a paragraph format that show an ability to produce the standard mechanics of English sentences (e.g., start with a capital letter, end with period).

Assessment 1

Assessment Tool: Paragraph from dictated sentences or paragraph of personal writing

Assessment Date: Fall 2021

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will score 70% or higher.

Who will score and analyze the data: Departmental faculty

Course Objectives

1. Identify the main idea in a high-beginning text.
2. Identify supporting details in a high-beginning text.
3. Scan appropriate materials (e.g., menus or advertisements) for specific information.
4. Demonstrate knowledge of simplified texts by reading and answering questions in writing without the use of a dictionary.
5. Demonstrate knowledge of simplified texts by reading and answering questions orally without the use of a dictionary.
6. Give written summaries and critiques of simplified materials which students have read for enjoyment.
7. Give oral summaries and critiques of simplified materials which students have read for enjoyment.
8. Increase vocabulary by studying common base forms and affixes (e.g., re-, in-, -less, -ful, -ment, -ly).
9. Correctly guess the meanings of words in context in a controlled text.
10. Demonstrate knowledge of grammatical form and context by putting words from the first 1000 words of the New General Service List into sentences.
11. Write sentences correctly using the mechanics of English sentences (start with a capital letter, end with period, etc.)
12. Write a group of sentences in a paragraph format on a common theme.
13. Use subjects, verbs, and objects to relate an event or story based on picture prompts using the simple present tense.
14. Use subjects, verbs and objects to relate an event or story based on picture prompts using the simple past tense.

New Resources for Course

We will develop a new set of vocabulary exercises so that ESL 023 students get optimal practice with the first 1000 words of the New General Service List.

Course Textbooks/Resources

Textbooks

Zettelmaier, Heather. *High Beginning ESL Writing*, ed. OER, 2020

Manuals

Periodicals

Software

Equipment/Facilities

Level I classroom

| <u>Reviewer</u> | <u>Action</u> | <u>Date</u> |
|--|---------------------------|---------------------|
| Faculty Preparer: <i>Heather Zettelmaier</i> | <i>Faculty Preparer</i> | <i>Aug 21, 2019</i> |
| Department Chair/Area Director: <i>Carrie Krantz</i> | <i>Recommend Approval</i> | <i>Sep 30, 2019</i> |
| Dean: <i>Scott Britten</i> | <i>Recommend Approval</i> | <i>Oct 01, 2019</i> |
| Curriculum Committee Chair: <i>Lisa Veasey</i> | <i>Recommend Approval</i> | <i>Nov 12, 2019</i> |

Assessment Committee Chair:

Shawn Deron

Recommend Approval

Nov 15, 2019

Vice President for Instruction:

Kimberly Hurns

Approve

Nov 19, 2019

Washtenaw Community College Comprehensive Report

ESL 023 High Beginning ESL Reading and Writing Effective Term: Fall 2015

Course Cover

Division: Humanities, Social and Behavioral Sciences

Department: English/Writing

Discipline: English as Second Language

Course Number: 023

Org Number: 11300

Full Course Title: High Beginning ESL Reading and Writing

Transcript Title: High Beg ESL Read & Writing

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission: New Course

Change Information:

Rationale: Change ESL courses from ENG to ESL discipline code.

Proposed Start Semester: Fall 2015

Course Description: In this course, students will move beyond minimal survival English in the areas of reading and writing. The reading portion focuses on building vocabulary as well as reading skills. The writing portion focuses on the production of sentences on basic topics with much guidance.

Satisfactory/unsatisfactory grading is used. This course contains material previously taught in ENG 023 High Beginning ESL Reading and Writing.

Course Credit Hours

Variable hours: No

Credits: 4

Lecture Hours: Instructor: 60 **Student:** 60

Lab: Instructor: 0 **Student:** 0

Clinical: Instructor: 0 **Student:** 0

Total Contact Hours: Instructor: 60 **Student:** 60

Repeatable for Credit: NO

Grading Methods: S/U (for courses numbered below 100)

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

Reduced Reading/Writing Scores

College-Level Math

No Level Required

Requisites

Prerequisite

ESL GVR Level E-1 and ESL Listening Level E-1

General Education

Degree Attributes

Below College Level Pre-Reqs

Request Course Transfer

Proposed For:

Student Learning Outcomes

1. Read and understand simplified texts independently.

Assessment 1

Assessment Tool: ESL Compass reading

Assessment Date: Winter 2016

Assessment Cycle: Every Three Years

Course section(s)/other population: all

Number students to be assessed: all students

How the assessment will be scored: Scored by Compass

Standard of success to be used for this assessment: 70% of students will score at least 65 on ESL Compass reading.

Who will score and analyze the data: Departmental faculty will analyze the data.

2. Identify common base forms and affixes.

Assessment 1

Assessment Tool: Departmentally-approved classroom test.

Assessment Date: Winter 2016

Assessment Cycle: Every Three Years

Course section(s)/other population: all

Number students to be assessed: all students

How the assessment will be scored: answer key

Standard of success to be used for this assessment: 70% of students will score at least 70% on the relevant portion of the final exam.

Who will score and analyze the data: departmental faculty

3. Use basic vocabulary words from the course in complete sentences that demonstrate the meaning and use of the words.

Assessment 1

Assessment Tool: Departmentally-approved classroom test.

Assessment Date: Winter 2016

Assessment Cycle: Every Three Years

Course section(s)/other population: all

Number students to be assessed: all students

How the assessment will be scored: departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will achieve success on 70% of the sentences produced.

Who will score and analyze the data: departmental faculty

4. Write a group of sentences from picture prompts that show the ability to write complete sentences in English that are usually intelligible to a sympathetic native speaker (i.e. an ESL instructor accustomed to reading text written by students whose first language is not English), with effort.

Assessment 1

Assessment Tool: Composition

Assessment Date: Winter 2016

Assessment Cycle: Every Three Years

Course section(s)/other population: all

Number students to be assessed: all students

How the assessment will be scored: departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will score 70% or higher.
Who will score and analyze the data: departmental faculty

5. Write sentences that show an ability to produce the standard mechanics of English sentences (i.e. start with a capital letter, end with period).

Assessment 1

Assessment Tool: Composition

Assessment Date: Winter 2016

Assessment Cycle: Every Three Years

Course section(s)/other population: all

Number students to be assessed: all students

How the assessment will be scored: departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will score 70% or higher.

Who will score and analyze the data: departmental faculty

Course Objectives

1. Identify the main idea and supporting details in a high-beginning text.
2. Scan appropriate materials (e.g., menus) for specific information.
3. Demonstrate knowledge of simplified texts by reading and answering questions without the use of a dictionary.
4. Increase vocabulary by studying common base forms and affixes (e.g., re-, in-, -less, -ful, -ment, -ly).
5. Create a group of sentences correctly using the mechanics of English sentences (start with a capital letter, end with period, etc.)
6. Use subjects, verbs, and objects to relate an event or story based on picture prompts using simple present or simple past verb tenses as necessary.

New Resources for Course

Course Textbooks/Resources

Textbooks
Manuals
Periodicals
Software

Equipment/Facilities

Level I classroom

| <u>Reviewer</u> | <u>Action</u> | <u>Date</u> |
|---|---------------------------|---------------------|
| Faculty Preparer: <i>Heather Zettelmaier</i> | <i>Faculty Preparer</i> | <i>Nov 19, 2014</i> |
| Department Chair/Area Director: <i>Carrie Krantz</i> | <i>Recommend Approval</i> | <i>Nov 20, 2014</i> |
| Dean: <i>Dena Blair</i> | <i>Recommend Approval</i> | <i>Nov 25, 2014</i> |
| Curriculum Committee Chair: <i>Kelley Gottschang</i> | <i>Recommend Approval</i> | <i>Jan 12, 2015</i> |
| Assessment Committee Chair: <i>Michelle Garey</i> | <i>Recommend Approval</i> | <i>Jan 14, 2015</i> |
| Vice President for Instruction: <i>Bill Abernethy</i> | <i>Approve</i> | <i>Jan 21, 2015</i> |