

SLO List for Credit ESL

Course Name: ESL 111: Grammar & Writing I

Students should be able to use the targeted grammatical structures with at least 70% accuracy.
Students should be able to organize and write a one to two-paragraph narrative essay in either the simple present or simple past tense using both simple and compound sentences.
Students should be able to compose a topic sentence and provide supporting details in a one to two-paragraph essay.

Course Name: ESL 123: Grammar & Writing II

Students should be able to use the targeted grammatical structures with at least 70% accuracy.
Students should be able to organize and write a two to three-paragraph essay with a clear introduction, body, and conclusion.
Students should be able to compose a topic sentence, provide supporting details, and integrate transitional expressions into a two-three paragraph essay.

Course Name: ESL 133: Grammar & Writing III

Students should be able to use the targeted grammatical structures with at least 70% accuracy.
Students should be able to organize and write a three to five-paragraph essay with a clear introduction, body, and conclusion.
Students should be able to compose a thesis and provide supporting details in a multi-paragraph essay.

Course Name: ESL 141: Grammar & Writing IV

Students should be able to understand and use high-intermediate grammar and punctuation with 70% accuracy.
Students should be able to write thesis-based multi-paragraph essays in both expository and persuasive modes.
Students should be able to revise essays for coherence and edit for level-appropriate grammar, punctuation, and spelling.

Course Name: ESL 151: Reading & Writing V

Students should be able to write multi-paragraph papers in both expository and argumentative modes. These papers should demonstrate a clear thesis, clear and logical paragraph development, a counter-argument refutation (for argument essays), coherence, and self-editing to eliminate patterns of error

Students should be able to read a variety of materials critically in order to recognize the main idea and summarize the main points

Students should be able to display critical thinking skills, including explaining key ideas, analyzing assigned readings, and examining conclusions from different perspectives through a variety of tasks

Students should be able to write a thesis-based research paper which includes a clear thesis and introductory, body, and concluding paragraphs. This paper should also demonstrate the student's ability to evaluate and incorporate sources for reliability, credibility, and authority, and include use of MLA or APA citation

Course Name: ESL 116: Reading & Vocabulary I

Students should be able to decode and comprehend reading passages at the 1,000 -word vocabulary level.

Students should be able to deduce meanings of new words from context and reply to inference as well as basic recall questions on reading comprehension tests.

Course Name: ESL 126: Reading & Vocabulary II

Students should be able to decode and comprehend reading passages at the 2500-word vocabulary level.

Students should be able to deduce meanings of new words from context and reply to inference as well as basic recall questions on reading comprehension tests.

Course Name: ESL 136: Reading & Vocabulary III

Students should be able to decode and comprehend two complete works of 150 to 200 pages each.

Students should be able to deduce meanings of new words from context and reply to inference as well as basic recall questions on reading comprehension tests.

Course Name: ESL 146: Reading & Vocabulary IV

Students should be able to decode and comprehend complete works totaling 400 to 600 pages

Students should be able to deduce meanings of new words from context and reply to inference as well as basic recall questions on reading comprehension tests.

Course Name: ESL 115: Listening & Speaking I

Students should be able to comprehend short monologues, conversations, and mini-lectures which use familiar vocabulary at a high beginning level.

Students should be able to communicate effectively by using standard pronunciation, correct syllable and sentence stress, and appropriate vocabulary at a high beginning level.

Course Name: ESL 125: Listening & Speaking II

Students should be able to comprehend recorded dialogues and samples of brief academic lectures at a low-intermediate level.

Students should be able to communicate effectively by using standard pronunciation, correct syllable and sentence stress, and appropriate vocabulary at a low-intermediate level.

Course Name: ESL 135: Listening & Speaking III

Students should be able to comprehend a variety of dialogues and samples of academic lectures at an intermediate level.

Students should be able to communicate effectively by using standard pronunciation, correct syllable and sentence stress, and appropriate vocabulary at an intermediate level.

Course Name: ESL 145: Listening & Speaking IV

Students should be able to comprehend, interpret, and summarize academic lectures at a high-intermediate level.

Students should be able to communicate effectively by using standard pronunciation, correct syllable and sentence stress, and appropriate vocabulary at a high intermediate level

Course Name: ESL 155: Listening & Speaking V

Students should be able to comprehend, interpret, and summarize academic lectures at an advanced level.

Students should be able to communicate effectively by using standard pronunciation, correct syllable and sentence stress, and appropriate vocabulary at an advanced level.

Course Name: ESL 118: Basic Spelling for ESL

Students should be able to recognize the relationship between spelling and pronunciation.

Students should be able to demonstrate correct spelling of 500 of the most commonly used words in English

Course Name: ESL 128: Academic Spelling for ESL

Students should be able to identify the relationship between morphology (word roots, prefixes and suffixes) and correct spelling.

Students should be able to spell 1000 of the most commonly used words in English with at least 70% accuracy.

Students should be able to apply phonological and morphological spelling rules to new words and identify the most common exceptions.

Course Name: LING 101: Introduction to Language and Linguistics

1. Students should be able to identify, differentiate, and summarize concepts characteristic of the major subdisciplines of the study of language including phonetics, phonology, morphology, syntax, semantics, language acquisition, sociolinguistics, psycholinguistics, and neurolinguistics;

2. Students should be able to identify and explain the role of areas of the human anatomy and their linguistic function, including areas of the vocal tract and brain.

3. Students should be able to recognize and explain the interrelationship between language universals and the arbitrary nature of language.

4. Students should be able to apply principles of linguistic analysis to English and non-English language data presented in instructional supplements, the textbook, and/or researched or collected by the student.

5. Students should be able to plan, prepare, and produce a final linguistic research report, which may consist of original data collection and analysis and/or collection and analysis of language data and/or research from the literature of the field.

Course Name: ESL 117: Listening Comprehension & Vocabulary

1. Students should be able to understand conversations and short monologues presented on the videotapes.

2. Students should be able to understand short reading passages presented in the workbooks.

Course Name: ESL 127: Listening Comprehension & Vocabulary

1. Students should be able to understand conversations and short monologues presented on the videotapes.

2. Students should be able to understand short to medium reading passages presented in the workbooks.