

Washtenaw Community College Comprehensive Report

ENG 024 High Beginning ESL Grammar and Communication

Effective Term: Spring/Summer 2015

Course Cover

Division: Humanities, Social and Behavioral Sciences

Department: English/Writing

Discipline: English

Course Number: 024

Org Number: 11300

Full Course Title: High Beginning ESL Grammar and Communication

Transcript Title: High Beg ESL Grammar & Commun.

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:

Consultation with all departments affected by this course is required.

Outcomes/Assessment

Objectives/Evaluation

Rationale: Regular 3-year review as a result of course assessment.

Proposed Start Semester: Winter 2015

Course Description: In this course, students will move beyond minimal survival English toward communication of daily living. This class is designed for students who have had some exposure to and/or instruction in English. Grammar and communicative competence are emphasized. This class can be taken concurrently with ENG 023 and 025.

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

Requisites

Prerequisite

ESL Writing Level E1; ESL Reading Level E1; ESL Listening Level E1

General Education

Request Course Transfer

Proposed For:

Student Learning Outcomes

1. Describe activities, habitual actions, situations, and events.

Assessment 1

Assessment Tool: departmentally approved final exam

Assessment Date: Fall 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 demonstrate 70% mastery or better for each outcome.

Who will score and analyze the data: Full-time faculty

2. Make well formed questions and respond to questions about activities, habitual actions, situations, and events.

Assessment 1

Assessment Tool: departmentally approved final exam

Assessment Date: Fall 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 demonstrate 70% mastery or better for each outcome.

Who will score and analyze the data: Full-time faculty

3. Initiate and respond to a variety of prompts for social functions, such as invitations, suggestions, advice, requests for action, information, and permission. Students will also be able to express necessity, possibility, and ability.

Assessment 1

Assessment Tool: departmentally approved final exam (spoken section)

Assessment Date: Fall 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 demonstrate 70% mastery or better for each outcome.

Who will score and analyze the data: Full-time faculty

4. Compare two people and/or objects using adjectives of comparison.

Assessment 1

Assessment Tool: departmentally approved final exam

Assessment Date: Fall 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 demonstrate 70% mastery or better for each outcome.

Who will score and analyze the data: Full-time faculty

5. Produce principle parts of one hundred irregular verbs.

Assessment 1

Assessment Tool: weekly verb quizzes

Assessment Date: Fall 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 demonstrate 70% mastery or better for each outcome.

Who will score and analyze the data: Full-time faculty

6. Describe everyday life activities using a limited group of count and non-count nouns with their endings and determiners.

Assessment 1

Assessment Tool: departmentally approved final exam

Assessment Date: Fall 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 demonstrate 70% mastery or better for each outcome.

Who will score and analyze the data: Full-time faculty

Course Objectives

1. Describe their own and others' current activity (present continuous) using correct verb forms.

Matched Outcomes

2. Describe their own and others' habitual actions and current situation (simple present) using correct verb forms.

Matched Outcomes

3. Describe past events as well as their sequence or simultaneity using correct verb forms.

Matched Outcomes

4. Discuss future events including predictions, promises and plans.

Matched Outcomes

5. Use modal verbs to extend and respond to invitations, suggestions and advice.

Matched Outcomes

6. Use modal verbs to make and respond to requests for action, information, and permission.

Matched Outcomes

7. Express necessity, possibility, and ability.

Matched Outcomes

8. Describe two people or objects using adjectives of comparison.

Matched Outcomes

9. Describe two people or objects in order to identify one.

Matched Outcomes

10. Use appropriate count and non-count nouns, along with their correct articles and determiners, to discuss food.

Matched Outcomes

New Resources for Course

Course Textbooks/Resources

Textbooks

Defilippo. *Grammar Plus*, 2nd ed. Addison Wesley, 1994, ISBN: 0201534959.

Manuals

Defilippo. *Grammar Plus*, Addison Wesley, 01-01-1994

Periodicals

Software

Equipment/Facilities

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>Heather Zettelmaier</i>	<i>Faculty Preparer</i>	<i>Sep 15, 2014</i>
Department Chair / Area Director: <i>Carrie Krantz</i>	<i>Recommend Approval</i>	<i>Sep 15, 2014</i>
Dean: <i>Dena Blair</i>	<i>Recommend Approval</i>	<i>Sep 17, 2014</i>
Vice President for Instruction: <i>Bill Abernethy</i>	<i>Approve</i>	<i>Nov 06, 2014</i>