

NC 331: ESL: PREPARATION FOR ACADEMICS

Citrus College Course Outline of Record

Heading	Value
Effective Term:	Fall 2020
Credits:	0
Total Contact Hours:	72
Lecture Hours :	72
Lab Hours:	0
Hours Arranged:	0
Outside of Class Hours:	144
Transferable to CSU:	No
Transferable to UC:	No
Grading Method:	Non-Credit Course

Catalog Course Description

ESL: Preparation for Academics is designed for advanced English language learners who seek to matriculate into academic, credit instruction. Students will learn and apply academic success skills such as writing for college courses, comprehending lectures and readings, and using essential technology skills. Open entry/exit. 72 lecture hours.

Course Objectives

- Demonstrate comprehension of instructor presented and prerecorded lectures and presentations.
- Demonstrate comprehension of basic authentic reading materials such as articles, essays, short literature, poetry, and content-based materials.
- Write basic academically structured paragraphs and short essays that include a topic sentence, statements, supporting details and evidence, and a transition or concluding sentence.
- Perform a 3-5 minute formal presentation that includes an introduction, explanation of main points, and a conclusion.
- Demonstrate ability to comprehend and use college level vocabulary.
- Demonstrate ability to interpret and use advanced English structures to participate in academic task.
- Demonstrate a basic understanding of key elements and differences in various California public and private higher education systems.
- Interpret and complete required and optional, assistive college forms and procedures.
- Demonstrate ability to utilize time management strategies and skills.
- Demonstrate familiarity with common college exams and assessments.
- Use technology to complete common college tasks.
- Demonstrate a basic understanding of academic integrity such as citation, plagiarism and cheating.

Major Course Content

1. Listening Strategies and Skills

- a. Demonstrate comprehension of instructor presented and prerecorded lectures and presentations.

- i. Use a variety of note-taking strategies such as using common abbreviations, symbols, and drawings; identifying when a speaker is emphasizing content; writing in margins; annotating; and the like.
- ii. Identify and restate main ideas and important details in lectures and presentations.

2. Reading Strategies and Skills

- a. Demonstrate comprehension of basic authentic reading materials such as articles, essays, short literature, poetry, and content-based materials.
 - i. Use a variety of reading strategies such as pre-reading activities, guessing unknown vocabulary meanings from context, annotating texts, summarizing and paraphrasing texts, active reading, and the like.
 - ii. Identify and restate main ideas and important details in texts.
 - iii. Identify formal structural elements such as topic sentences, supporting sentences, evidence, transitions, and the like.

3. Writing Strategies and Skills

- a. Write basic academically structured paragraphs and short essays that include a topic sentence, statements, supporting details and evidence, and a transition or concluding sentence.
 - i. Use a variety of prewriting techniques for paragraph and essay process such as outlining, clustering, brainstorming, free writing, and listing.
 - ii. Use formal structural elements in paragraphs and short essays including topic sentences to convey the main idea or purpose of paragraphs; supporting sentences in paragraphs to explicate the topic sentence; evidence for supporting sentences such as quoting and paraphrasing, personal and impersonal examples, and facts; and transition sentences to progress from one paragraph to the next.

4. Speaking Strategies and Skills

- a. Perform a 3-5 minute formal presentation that includes an introduction, explanation of main points, and a conclusion.
 - i. Identify and orally use introductory language (e.g.: "Good afternoon, my name is Adam and ..."; "I am going to explore ..."; "I will be comparing the four main principles of ..."; "I hope this will provide us with ...").
 - ii. Identify and orally use evidence of main points such as facts, examples, charts, graphs, pictures, or videos.
 - iii. Identify and orally use transitional language (e.g. "I will begin by discussing ..."; "Now that we have explored the ... I would like to move on to ..."; "In contrast to my earlier statements concerning ...").
 - iv. Identify and orally use concluding language (e.g. "In this presentation, I wanted to explore ..."; "I hope to have been able to show that the effect of ..."; "In conclusion, there are still many questions to be answered, but..."; "I would now like to give you the opportunity to ask questions ..."; "That's all I have time for. Thank you very much for listening.").

5. Vocabulary Strategies and Skills

- a. Demonstrate ability to comprehend and use college-level vocabulary at an entry-level.
 - i. Interpret and use high-frequency academic words and conventional and cultural idioms.
 - ii. Approximate meanings of unfamiliar vocabulary from context.
 - iii. Interpret common elements of word forms (e.g. "obey," "obedience," "obedient," "obediently," "disobey," and the like).

6. Language Structures

- a. Demonstrate ability to interpret and use advanced English structures to participate in academic tasks.
 - i. Use conjunctive adverbs and signal words to indicate contrast (“*in contrast*”, “*on the other hand*”), results (“*accordingly*”, “*as a result*”, “*consequently*”, “*therefore*”), additional information (“*in addition*”, “*also*”, “*besides*”, “*similarly*”), unexpected results (“*nevertheless*”, “*nonetheless*”, “*still*”), and to add stronger information (“*furthermore*”, “*moreover*”).
 - ii. Use a variety of verb tenses in connected speech and writing with emphasis on using the simple present, simple past, simple future, present continuous, and present perfect together, and not in isolation.
 - iii. Use a variety of independent and dependent clauses to express complex thought.
 - iv. Use articles (“*a*,” “*an*,” “*the*,” or no article) correctly.
7. College Procedure and Life Preparation
- a. Demonstrate a basic understanding of key elements and differences in various California public and private higher education systems.
 - b. Interpret and complete required and optional, assistive college forms and procedures.
 - i. Interpret and complete a college application.
 - ii. Interpret various types of financial aid such as scholarships, grants, loans, and work study programs.
 - c. Complete a Free Application for Federal Student Aid (FAFSA).
 - i. Interpret information on AB540 students if applicable.
 - ii. Interpret and make use of college information on qualifying, application procedures, checking status and rewards, and finding assistance such as working with campus Financial Aid officers and online resources.
 - d. Interpret basic information on matriculation and transfer requirements such as assessment and placement exams; transfer, equivalency, and degree evaluations; orientation and advisement requirements; and registration dates, appointments, deadlines, procedures, and fees.
8. Academic Success Strategies and Skills
- a. Demonstrate ability to utilize time management strategies and skills.
 - i. Interpret and discuss effective planning and scheduling strategies.
 - ii. Create daily, weekly, and monthly academic and life planners and schedules and prioritize tasks.
 - iii. Discuss plans with others, make and refuse offers and invitations, and explain availability.
 - b. Demonstrate familiarity with common college exams and assessments.
 - i. Utilize test-taking strategies such as effective study and preparation techniques, ways to lessen test-taking anxiety, planning to use allotted time, following directions closely and identifying key terms and details, and the like.
 - ii. Respond appropriately to various methods of assessments such as short answer, multiple-choice, essay or written exams, and the like.
 - c. Use technology to complete common college tasks.
 - i. Create and print basic written documents and assignments with a word processing program.
 - ii. Create and present a basic slideshow with a presentation program.
 - iii. Perform and utilize very basic Internet research.
 - iv. Send an assignment via email.
 - v. Use a learning management system such as Blackboard, Canvas, and the like.
 - vi. Complete any necessary college forms or procedures online.
 - d. Demonstrate a basic understanding of academic integrity such as citation, plagiarism, and cheating.

Suggested Reading Other Than Required Textbook

Instructor supplied materials

Examples of Required Writing Assignments

Write a grammatically correct, academic five-paragraph essay on your personal educational plan that includes topic sentences, statements, supporting details and evidence, transitions, and a simple introduction and conclusion.

Examples of Outside Assignments

Meet with a counselor at our campus. Record your conversation or take very detailed notes. Give a short presentation on your experience and what you learned.

Download and complete a Free Application for Federal Student Aid (FAFSA).

Complete a scavenger hunt that requires you to visit, gather requested info, and take evidence of visitations to various campus resources and departments.

Listen to and watch a lecture on the internet. Take detailed notes on the main ideas and necessary details.

Instruction Type(s)

Lecture, Online Education Lecture