I. Catalog Description:

Prerequisite: None

This course is a six week intensive ESL course designed to improve the skills of non-native speakers of English to the point where they can be successful in ESL 11A. The course concentrates on practicing speaking/listening skills, reading/vocabulary skills, sentence/paragraph writing skills, and editing skills. ESL 10S is a summer or winter intersession version of ESL 10 for fewer units. *Course credit may not be applied toward satisfaction of Associate in Arts Degree requirements.

II. Required Text and References (Author, Title, Edition, Publisher, Date):

Suggested Texts Include:

- Kirn, Hartmann Interactions 1: Reading
- Pavlik, Segal Interactions 1: Writing
- Tanka, Most, Baker Interactions 1: Listening and Speaking
- Kirn, Jack Interactions 1: Grammar
- Hogue First Steps in Academic Writing

References:
- Pennington, Martha C., Ed.
III. Course Objectives:

Upon completion of this course the student will be able to:

Writing
- Distinguish between various types of sentences.
- Sequence sentences for paragraph writing.
- Write sentences within paragraphs under a variety of conditions.
- Respond to comprehension questions with short sentences.
- Choose appropriate synonyms and definitions for paraphrasing.
- Edit for specific errors.

Reading
- Identify main ideas and specific supporting details.
- Identify contextual clues.
- Identify transition words, word forms.
- Identify the parts of an English-English dictionary.

Grammar
- Choose subject-verb agreement and singular-plural inflections.
- Distinguish present, past and future time.
- Identify simple modals.
- Use SVO word order consistently.
- Identify parts of speech.

Listening and Speaking
- Use intonation and contextual clues to guess meaning in two to five minute listening passages.
- Identify cohesive markers in two to five minute listening passages.
- Identify stress, intonation, and vowel/consonant sounds.
- Report information from conversations, lectures, tapes and readings.
- Explain ideas in short in-class presentations.
- Demonstrate conversational etiquette.
- Identify main ideas and supporting details in two to five minute listening passages.

CALL
- Use an English keyboard.
- Perform basic computer operations.
- Access, read and discriminate among web pages.
- Format academic papers.
- Demonstrate basic information competency.
- Demonstrate development of a personal system for organizing electronic information.

IV. Methods of Presentation:

Lecture 30%
Small Group and Pair Activities 30%
Student Presentations 10%
Audio-Visual/Guest Speakers 10%
CALL 20%

V. Course Content:

We assume a standard meeting time of 6 weeks.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introductions, diagnostic testing in all skill areas, parts of speech, punctuation, journal, formatting papers, using English/English dictionary.</td>
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<tr>
<td>2</td>
<td>Present tenses, sentence patterns, reading strategies, SMC Computing environment, using online resources, stress, intonation, and vowel/consonant sounds, lecture/notetaking, introduction to campus resources.</td>
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<tr>
<td>3</td>
<td>Simple and compound sentences, introduction to sentence combining, conjunctions, subject/verb agreement, future tense, reading for the main idea, basic paragraph structure, editing symbols.</td>
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<tr>
<td>4</td>
<td>Past tense, paragraph revision, oral presentation, scanning for details, posting writing online, midterm, count/non-count nouns.</td>
</tr>
<tr>
<td>5</td>
<td>Adverbs, introduction to summary writing/paraphrasing, modals, internet content evaluation, words for comparing, words for contrasting, review.</td>
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<tr>
<td>6</td>
<td>Review, evaluation and submission of cumulative work (portfolio), final exam.</td>
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</tbody>
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VI. Methods of Evaluation:
(Includes estimate of % of semester grade determined by unit test grades, lab work, final exam, etc.)

| Writing | 35% |
| Journal | 5%  |
| Listening, Speaking, Reading Quizzes | 20% |
| Grammar, Vocabulary Quizzes | 10% |
| Oral Presentations | 5% |
| CALL quizzes and portfolio | 5% |
| Midterm | 10% |
| Final | 10% |

Prerequisite Comparison Sheet

Comparison of course objectives for ESL 10S to entry skills for ESL 11A.

Upon successful completion of ESL 10S, the student will be able to:

Exit Skills for ESL 10
A. Distinguish between various types of sentences.
B. Sequence sentences for paragraph writing.
C. Write sentences within paragraphs under a variety of conditions.
D. Respond to comprehension questions with short sentences.
E. Choose appropriate synonyms and definitions for paraphrasing.
F. Edit for specific errors.
G. Identify main ideas and specific supporting details in a text.
H. Identify contextual clues in a text.
I. Identify transition words, word forms in a text.
J. Identify the parts of an English-English dictionary.
K. Choose subject-verb agreement and singular-plural inflections.
L. Distinguish present, past and future time.
M. Identify simple modals.
N. Use SVO word order consistently.
O. Identify parts of speech.
P. Use intonation and contextual clues to guess meaning in two to five minute listening passages.
Q. Identify cohesive markers in two to five minute listening passages.
R. Identify stress, intonation, and vowel/consonant sounds.
S. Report information from conversations, lectures, tapes and readings.
T. Explain ideas in short in-class presentations.
U. Demonstrate conversational etiquette.
V. Identify main ideas and supporting details in two to five minute listening passages.
W. Use an English keyboard.
X. Perform basic computer operations.
Y. Access, read and discriminate among web pages.
Z. Format academic papers.
A1. Increase information competency.
A2. Develop a personal system for organizing electronic information.