

ENGLISH AS A SECOND LANGUAGE Program

ISLOs, PSLOs, CSLOs, Mapping, and Assessment Plan

		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
		F 2013	S 2014	F 2014	S 2015	F 2015	S 2016	F 2016	S 2017	F 2017	S 2018	F 2018	S 2019
ENGLISH AS A SECOND LANGUAGE PROGRAM OUTCOMES - PSLOs		Related ISLOs		C - Completed, P- Planned									
PSLO A	Integrate form and usage to produce and understand level-appropriate written and oral English discourse following language conventions, and using acceptable grammatical forms, word order and purpose.	1A,1B,1C,1D,2D,3A,3B,3C,4A,4D											
PSLO B	Devise meaning accurately from aural discourse and orally construct sociolinguistically appropriate and accurate language for community, vocational, and academic functions using authentic, level-appropriate language and skills.	1B,1D,2A,2B,2C,2D,3A,3B,3C,3D,4A,4B,4D											
PSLO C	Decode, comprehend, and analyze English texts applying lexical and reading skills and strategies for intensive and extensive purposes.	1A,1B,1C,2A,2C,2D,3A,3B,3C,4A,4B,4D											
PSLO D	Compose level-appropriate academic writing in English applying developmental, organizational, grammatical, lexical and mechanical skills through the use of the writing process.	1A,1B,1C,1D,2A,2C,2D,3A,3B,3C,3D,4A,4D											
PSLO E	Expand English language skills for workplace and community needs.	1A,1B,1C,1D,2A,2B,3A,3C,4A,4B,4D											
English As A Second Language Academic Preparedness Skills Certificate - same as the PSLOs.													
ENGLISH AS A SECOND LANGUAGE COURSE OUTCOMES - CSLOs		Related PSLO		C - Completed, P- Planned									
ESL 20C - Introduction to Academic Reading and Writing													
CSLO 1	Critique arguments for objectivity, point of view, counter argument, concession, bias and hedging.	A-E										C	P
CSLO 2	Evaluate sources considering criteria such as bias, author, date, credentials, primary and secondary sources, reliability/unreliability and print vs. Internet.	A-E											
CSLO 3	Evaluate appropriate dictionary use of both learner and college-level dictionaries, finding collocations and word patterns and identifying target meaning.	C											
ESL 24P - Accent Reduction and Pronunciation for ESL Students													
CSLO 1	Discriminate and compose stressed syllables correctly in multisyllabic words.	B				C			C		C		
CSLO 2	Relate word stress to intended meaning in sentences and speech.	B			C			C	C			C	
CSLO 3	Contrast and discriminate troublesome consonant, vowels, and combination sounds.	B			X			C					P
CSLO 4	Generate reduced, blended, and linked sounds together with intonation and stress in oral presentations, dialogues, and monologues in front of the class.	B			X			C			C		

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ESL 30C - Academic Reading and Writing		C - Completed, P- Planned											
CSLO 1	Compose academic written discourse that incorporates multiple sources of research material as evidence for academic expository writing.				C				C			C	P
CSLO 2	Read and evaluate authentic academic text for purpose, validity, analysis of logical fallacies, and synthesis in written discourse.					C				C			
CSLO 3	Utilize research techniques and strategies for developing and narrowing a topic, breadth and depth reading comprehension; incorporation of summary, paraphrase, and quotations; MLA and source citation.						C				C		
CSLO 4	Recognize and expand usage of academic vocabulary including the most frequent words on the Academic Word List (Coxhead, 2000)							C					
CSLO 5	Identify and participate in key campus support services compiled and assessed by a learner's portfolio.												
CSLO 6	Demonstrate appropriate American classroom etiquette, course expectations, and socio-linguistic competence for academic situations.												
ESL 510C / 810C - Novice-High Integrated Writing, Reading and Grammar													
CSLO 1	Analyze level-appropriate texts (utilizing reading skills) and compose multi-draft focused paragraphs in response to content and directions.								C	C		C	P
CSLO 2	Apply ESL Learner Dictionary skills to infer meaning, compose assignments and expand active vocabulary.												
CSLO 3	Differentiate level-appropriate grammar to analyze meaning in texts and develop appropriate written responses.										C		
ESL 510O / 810O - Novice-High Integrated Listening, Speaking, and Grammar													
CSLO 1	Analyze level-appropriate aural and written input and respond to content and directions through oral projects, class discussions, and written and oral response.							C				C	
CSLO 2	Apply vocabulary skills to construct meaningful level- and context- appropriate spoken language and extrapolate meaning from aural input.								P				
CSLO 3	Utilize level-appropriate grammar to analyze meaning in spoken and written language and develop appropriate oral and written statements, questions, and responses.										C		
ESL 510S / 810S - ESL Novice-High Skills for Success													
CSLO 1	Apply process writing, self-editing and revision skills to in-class writing on topics related to course texts.							C	C			C	P
CSLO 2	Evaluate grammar skills with guidance from the instructor to develop a grammar improvement plan that will be applied to improve grammar in writing.									C			

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CSLO 3	Identify and utilize campus academic and vocational support services and apply awareness of American academic, vocational and community etiquette.	B, E										C		
ESL 512P / 812P - Basic Pronunciation for ESL Students														
CSLO 1	Learn the mechanics and articulate clearly difficult but common consonant and vowel sounds.	B							C					
CSLO 2	Apply self-correction in both individual consonant and vowel sounds as well as combination sounds.	B								C				
CSLO 3	Distinguish and formulate syllable and word stress in sentences.	B												
CSLO 4	Distinguish and formulate basic intonation variations.	B												
CSLO 5	Formulate short dialogues and monologues using the correct articulation skills.	B												
ESL 512T / 812T - ESL Through Basic Computer Technology														
CSLO 1	Utilize computer and classroom vocabulary to complete course tasks.	E							C					
CSLO 2	Demonstrate appropriate keyboarding skills to compose documents.	E								C				
CSLO 3	Demonstrate navigation of mySierra and Canvas to locate and utilize essential course information.	E									C			
CSLO 4	Design basic documents using Microsoft Word.	E												
CSLO 5	Manipulate ESL software and websites for language practice.	E												
ESL 520C / 820C - Intermediate Integrated Writing, Reading and Grammar														
CSLO 1	Analyze level-appropriate texts (utilizing reading skills) and compose multi-draft focused paragraphs in response to content and directions.	C								C			C	P
CSLO 2	Apply level-appropriate dictionary skills to infer meaning, compose assignments, and expand active vocabulary.	C									C			
CSLO 3	Differentiate level-appropriate grammar to analyze meaning in texts and utilize level-appropriate grammar to develop written responses with intended meaning.	A, D										C		
ESL 520O / 820O - Intermediate Integrated Listening, Speaking, and Grammar														
CSLO 1	Analyze level-appropriate aural and written input and respond to content and directions through oral projects, class discussions, and written and oral response.	B									C			
CSLO 2	Apply vocabulary skills to construct meaningful level- and context- appropriate spoken language and extrapolate meaning from aural input.	B										C		
CSLO 3	Utilize level-appropriate grammar to analyze meaning in spoken and written language and develop appropriate oral and written statements, questions, and responses.	A, B												
ESL 520S / 820S - Intermediate Skills for Success														
CSLO 1	Apply intermediate-level process writing, self-editing and revision skills to in-class writing on topics related to course texts.	A, D								C			C	P
CSLO 2	Evaluate grammar skills with guidance from the instructor to develop a grammar improvement plan that will be applied to improve grammar in writing	A, D									C			

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CSLO 3	Identify and utilize campus academic and vocational support services and apply academic success strategies and awareness of American academic, vocational and community etiquette.	E									C		
ESL 522F / 822F - Intermediate ESL Through Film													
CSLO 1	Distinguish and analyze themes, ideas, and details in aural texts focused on American film and popular culture.	B									C		
CSLO 2	Recognize and generate orally affirmative, negative, and interrogative as well as common vocabulary, idioms, and expressions in academic group discussion.	B											
ESL 522T/ 822T - Intermediate ESL through Computer Technology													
CSLO 1	Differentiate, define and utilize appropriate language for technology components, functions, tasks, programs and on-line resources.	E									C		
CSLO 2	Synthesize technological knowledge of college tools, college course management system, internet resources and some office programs to create documents, presentations, communications and other products.	E											
ESL 530C - Intermediate-High Integrated Writing, Reading, and Grammar													
CSLO 1	Analyze intermediate-high level texts employing a variety of reading skills.	C									C		
CSLO 2	Compose essays and genre-based writing in response to content and directions.	C, D										C	P
CSLO 3	Differentiate intermediate-high level grammar and vocabulary for meaning in texts and utilize in compositions with intended meaning.	A, C, D											
ESL 530G - Intermediate-Mid Grammar													
CSLO 1	Distinguish the variety of uses and formulate regular and irregular verbs in affirmative, negative, and interrogative form for present perfect, present perfect progressive, and present and past simple and progressive verbs.	A	X		C			C					
CSLO 2	Construct level-appropriate sentences using a variety of adjective clauses and noun clauses (including some reported speech for restatement and paraphrasing).	A		C					C				
CSLO 3	Differentiate usage and generate meaning with gerunds and infinitives as well as modal verbs and other auxiliaries to express intended meaning.	A			C					C			
CSLO 4	Formulate present unreal and real conditionals.	A				C					C		
CSLO 5	Evaluate grammar usage by applying level-appropriate editing strategies.	A	X	X			C						
ESL 530L - Intermediate-Mid Listening and Speaking													
CSLO 1	Recognize and generate orally affirmative, negative, and interrogative using simple, progressive, and perfect tenses of regular and irregular verbs as well as common idioms, expressions and academic vocabulary for oral communication.	B		X	C			C					
CSLO 2	Distinguish stated and implied main ideas, details, and assess key words in the context of authentic visual and audio materials.	B		X			C		C				

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CSLO 4	Recognize and expand usage of academic vocabulary including the most frequent words on the Academic Word List (Coxhead, 2000); use academic collective phrasing for expressing logic, showing relationships between ideas, and making transitions; use a thesaurus to locate and integrate synonymy.		X	C					C				
CSLO 5	Demonstrate awareness of and participation in key campus support services compiled and assessed by a learner's portfolio.				C								
CSLO 6	Demonstrate appropriate American classroom etiquette, course expectations, and socio-linguistic competence for academic situations.					C							

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	ESL 800 - Introduction to College ESL												
CSLO 1	Demonstrate comprehension of frequently spoken words, expressions, questions in college, vocation, and community situations.	B, E							C				