

Humanities Institutional (ILO), Program (PLO), and Course (SLO) Alignment											
Program: English as a Second Language			Number of Courses 18		Date Updated 2.15. 13	Submitted by Evelyn Uyemura Ext. 5173					
Institutional SLOs (Core Competencies)	I. Content Knowledge	II. Critical, Creative, and Analytical Thinking	III. Communication and Comprehension	IV. Professional and Personal Growth	V. Community and Collaboration	VI. Information and Technology Literacy					
Program Rating	3	3	4	3	2	2					
Program Level SLOS						ILO to PLO Alignment					
						I	II	III	IV	V	VI
1. Upon completion of the credit ESL program, students will have adequate listening, speaking, reading, writing and academic skills to successfully complete transfer-level classes.						3	3	4	3	2	2
Course Level SLOs					Course to PLO Alignment (Mark with an X)	ILOs to Courses Alignment (Rate 1-4)					
					P1	I	II	III	IV	V	VI
ESL 03A Reading and Writing Level I: Reading: Students will identify the topic, the main idea, and the details that support the main idea and the time sequence to interpret simplified short narrative or descriptive passages containing words and phrases on familiar learned topics provided with visual aids.					X	3	3	4	2	1	1
ESL 03A Reading and Writing Level I: Writing: Students will write a short narrative paragraph such as a short e-mail, thank you note, or personal experience which demonstrates competence in basic structure of simple sentences and in using signal words to indicate chronological order.					X	3	3	4	2	1	1
ESL 03B Reading and Writing Level II: Reading: In short reading selections related to simple life skills, students will scan for specific information, draw meaning of unfamiliar vocabulary by analyzing affixes and other context clues, and distinguish facts from opinions in simple familiar narrative or descriptive passages.					X	3	3	4	2	1	1
ESL 03B Reading and Writing Level II: Writing: Students will write well-structured paragraphs to describe a person, thing, or place, generate a short narrative of daily activities or past events, or give instructions by organizing steps in a process. Students will demonstrate competence, to a limited degree, in applying the mechanics of writing and the use of adjectives for description, time-order signal words to establish chronological order, and imperatives to give instructions.					X	3	3	4	2	1	2

Course Level SLOs	Course to PLO Alignment (Mark with an X)	ILOs to Courses Alignment (Rate 1-4)					
	P1	I	II	III	IV	V	VI
<b>ESL 03C Reading and Writing Level III:</b> Writing: Students will write well-structured paragraphs to describe a person, thing, or place, generate a short narrative of daily activities or past events, or give instructions by organizing steps in a process. Students will demonstrate competence, to a limited degree, in applying the mechanics of writing and the use of adjectives for description, time-order signal words to establish chronological order, and imperatives to give instructions.	X	3	3	4	2	1	2
<b>ESL 03D Reading and Writing Level IV:</b> SLO #1 Reading: In reading material that may involve familiar or somewhat unfamiliar fields of knowledge, students will use appropriate reading strategies to identify main ideas and key points to evaluate the content for facts or opinions, make inferences, or interpret the author's point of view. They will demonstrate competence in using grammar and other context clues to interpret unfamiliar words and complex sentences.	X	3	3	4	2	1	2
<b>ESL 03D Reading and Writing Level IV: SLO #2</b> Writing: Students will generate short summaries of reading passages on familiar topics, write informal letters, and develop short comparison/contrast or cause/effect paragraphs, using relevant signal words and punctuation, but not without errors. They will apply, with limited success, the writing process that involves the four steps of brainstorming, outlining, writing, and revising to develop paragraphs of the different types of organization.	X	3	3	4	2	1	2
<b>ESL 51A Introduction to English in Conversation:</b> Students give a 3 to 5 minute presentation on a given topic related to their culture which demonstrates relatively comprehensible pronunciation, basic vocabulary and grammar, and sufficient volume, rate of speech, eye contact and body movement.	X	3	3	4	3	3	1
<b>ESL 51B Intermediate Listening, Speaking and Pronunciation:</b> Students will give a 5- to 7-minute presentation on a topic related to their career, culture, or other interests which demonstrates comprehensible pronunciation, adequate vocabulary and grammar, and acceptable volume, rate of speech, eye contact and body movement.	X	3	3	4	3	3	2
<b>ESL 51C Advanced Listening, Speaking and Pronunciation:</b> Students will give an 8-10 minute well-organized presentation on an approved research-based topic demonstrating verbal features, including pronunciation (minimal pairs/phonemes, e.g. /p/, /b/; stress- both within words and groups of words; and intonation); timing (rhythm, rate of speech, appropriate pauses), and paralinguistic or nonverbal features such as eye contact and body movement.	X	3	3	4	3	3	3

Course Level SLOs	Course to PLO Alignment (Mark with an X)	ILOs to Courses Alignment (Rate 1-4)					
	P1	I	II	III	IV	V	VI
<b>ESL52A Introduction to Reading and Vocabulary:</b> SLO #1. Given an appropriate level passage, students will be able to locate main ideas and specific details.	X	3	3	4	3	2	1
<b>ESL52A Introduction to Reading and Vocabulary:</b> SLO# 2. Given an appropriate level short story or passage, students will be able to summarize to approx. 20% of original length in their own words, including main ideas and supporting details only.	X	3	3	4	3	2	1
<b>ESL52A Introduction to Reading and Vocabulary:</b> SLO #3. Given an intermediate-mid level article containing targeted vocabulary, students will be able to choose the appropriate definition or synonym or to choose the correct word form to complete a sentence.	X	3	3	4	3	2	1
<b>ESL 52B Intermediate Reading and Vocabulary Building:</b> SLO #1 Given a high intermediate level reading, students will be able to interpret the underlying meaning or intent of a phrase, sentence, or paragraph in which the meaning is not explicitly stated.	X	3	3	4	3	2	1
<b>ESL 52B Intermediate Reading and Vocabulary Building:</b> SLO #2 Given an high-intermediate level short story or passage, students will be able to summarize the text to approx. 20% of its original length in their own words by including main ideas and support only, and respond to the ideas of the text by explaining their opinion or giving a parallel example.	X	3	3	4	3	2	1
<b>ESL 52B Intermediate Reading and Vocabulary Building:</b> SLO #3 Given an unfamiliar intermediate-high level article, students will be able to identify the main ideas, locate specific details, and choose the correct definition of unfamiliar words based on their context.	X	3	3	4	3	2	1
<b>ESL 52B Intermediate Reading and Vocabulary Building:</b> SLO #4 Given a sentence with a missing word, students will be able to select the correct word based on their knowledge of word forms for different parts of speech.	X	3	3	4	3	2	1
<b>ESL 52C Advanced Reading:</b> SLO #1. Given a poem or short article of appropriate length/difficulty, students will be able to recognize implied meaning/inference by means of true or false or multiple choice question(s).	X	3	3	4	3	3	3
<b>ESL 52C Advanced Reading:</b> SLO #2. Students will write a 3 to 5 page paper that summarizes, analyzes, and critiques a novel they have read outside of class. The paper will include at least one quotation from the novel that illustrates the author's writing style or stresses a point that the student wants to make. The paper will follow MLA quotation and formatting rules.	X	3	3	4	3	3	3

Course Level SLOs	Course to PLO Alignment (Mark with an X)	ILOs to Courses Alignment (Rate 1-4)					
	P1	I	II	III	IV	V	VI
<b>ESL 52C Advanced Reading:</b> SLO #3. Students will write a short paper in which they synthesize and critique short articles on a given topic. The paper will follow MLA quotation formatting rules.	X	3	3	4	3	3	3
<b>ESL 53A Elementary Writing and Grammar:</b> In a 90-minute in-class writing task, using a dictionary as needed, students will write a 2 or 3 paragraph (200-250 word) summary/response essay based on a, folk tale, or short fiction or non-fiction article which has previously been read and discussed in class. The essay should include the title and author of the text, a 4 to 8 sentence summary and a thesis sentence which connects the summary to the response. The response may consist of a personal narrative, an opinion, or an analysis. The essay should demonstrate coherence through the use of basic transition words, and should show developing competence in basic sentence mechanics and basic verb usage.	X	3	3	4	3	2	2
<b>ESL 53B Intermediate Writing and Grammar:</b> 1. In an in-class writing task based on a short intermediate-level text which was discussed in class, students will write a multi-paragraph essay responding to the reading. The essay should be relatively free of basic grammar errors (but may still have some intermediate-level grammar problems), have a clear thesis, body paragraphs which support the thesis, each containing a quote or specific example from the reading, transitions at the beginning of each paragraph, and a competent introduction and conclusion.	X	3	3	4	3	2	3
<b>ESL 53C Advanced Essay Writing and Grammar:</b> Write a 500-word multi-paragraph expository essay that responds to a text discussed in class. The essay should include an introductory paragraph with a thesis, 2-4 body paragraphs with topic sentences and supporting details, and a concluding paragraph. Supporting details should include at least one direct quotation from an outside source. The essay should use basic rules of grammar, spelling, usage, and punctuation so that the writer's ideas are clear. Essays should follow the rules of MLA style for heading, title, running header, indentation, in-text citation, and Works Cited page.	X	2	3	4	2	2	3