

HUMANITIES

Institutional (ILO), Program (PLO), and Course (SLO) Alignment

Program: English as a Second Language (ESL)	Number of Courses: 9	Date Updated: 03.17.2015	Submitted by: Kevin Degnan, ext. 3355
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ILOs	<p style="text-align: center;">1. Critical Thinking</p> <p style="font-size: small;"><i>Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.</i></p>	<p style="text-align: center;">2. Communication</p> <p style="font-size: small;"><i>Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.</i></p>	<p style="text-align: center;">3. Community and Personal Development</p> <p style="font-size: small;"><i>Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.</i></p>	<p style="text-align: center;">4. Information Literacy</p> <p style="font-size: small;"><i>Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.</i></p>
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SLO-PLO-ILO ALIGNMENT NOTES:

Mark boxes with an 'X' if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (and possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course.

DO NOT mark with an 'X' if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO/PLO is minimally or not at all part of the course/program.

PLOs	PLO to ILO Alignment			
	<i>(Mark with an X)</i>			
	1	2	3	4
<p>PLO #1 Mastery of Listening and Speaking Skills Upon completion of the credit ESL program, students will have the listening and speaking skills to successfully complete English 1A.</p>		X		
<p>PLO #2 Reading Skills Upon completion of the credit ESL program, students will have the reading skills to successfully complete English 1A.</p>	X			
<p>PLO #3 Writing Skills Upon completion of the credit ESL program, students will have the writing skills to successfully complete English 1A.</p>	X	X		X

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>			COURSE to ILO Alignment <i>(Mark with an X)</i>			
	P1	P2	P3	1	2	3	4
ESL 51A Introduction to English in Conversation: SLO #1 Students will plan and deliver a 3-5 minute speech on a beginning-level topic.	X				X		
ESL 51A Introduction to English in Conversation: SLO #2 Students will use relatively comprehensible pronunciation and stress patterns.	X						
ESL 51A Introduction to English in Conversation: SLO #3 Students will respond appropriately to questions about a familiar topic.	X						
ESL 51A Introduction to English in Conversation: SLO #4 Students will demonstrate comprehension of a beginning-level listening passage.	X						
ESL 51B Intermediate Listening, Speaking and Pronunciation: SLO #1 Students will plan and deliver a 5-7 minute speech on an intermediate-level topic.	X				X		
ESL 51B Intermediate Listening, Speaking and Pronunciation: SLO #2 Students will use relatively correct phonemes, stress, and intonation.	X						
ESL 51B Intermediate Listening, Speaking and Pronunciation: SLO #3 Students will distinguish phonemic differences in words.	X						
ESL 51B Intermediate Listening, Speaking and Pronunciation: SLO #4 Students will recognize the correct meanings of common American idioms.	X						
ESL 51B Intermediate Listening, Speaking and Pronunciation: SLO #5 Students will demonstrate comprehension of an intermediate-level listening passage.	X						
ESL 51C Advanced Listening, Speaking and Pronunciation: SLO #1 Students will plan and deliver an 8-10 minute, well-organized speech on an advanced-level topic.	X				X		
ESL 51C Advanced Listening, Speaking and Pronunciation: SLO #2 Students will use relatively correct phonemes, stress, intonation, and paralinguistic and nonverbal features.	X						
ESL 51C Advanced Listening, Speaking and Pronunciation: SLO #3 Students will select and retain salient information from advanced-level sources.	X						
ESL 51C Advanced Listening, Speaking and Pronunciation: SLO #4 Students will formulate questions and respond appropriately in academic and other advanced-level situations.	X						

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>			COURSE to ILO Alignment <i>(Mark with an X)</i>			
	P1	P2	P3	1	2	3	4
ESL 52A Introduction to Reading and Vocabulary Building: SLO #1 Given a low intermediate text, students will Identify main ideas and specific details.		X		X			
ESL 52A Introduction to Reading and Vocabulary Building: SLO #2 Given a low intermediate text, students will choose the correct definition of unfamiliar words based on the context.		X					
ESL 52A Introduction to Reading and Vocabulary Building: SLO #3 Given a low intermediate text, students will choose the correct word form to complete a sentence.		X					
ESL 52A Introduction to Reading and Vocabulary Building: SLO #4 Given a low intermediate text, students will explain plots, describe settings and characters.		X					
ESL 52B Intermediate Reading and Vocabulary Building: SLO #1 Given a high intermediate text, students will interpret the implied meaning or intent.		X		X			
ESL 52B Intermediate Reading and Vocabulary Building: SLO #2 Given a high intermediate text, students will identify main ideas and specific details.		X					
ESL 52B Intermediate Reading and Vocabulary Building: SLO #3 Given a high intermediate text, students will choose the correct definition of unfamiliar words based on the context.		X					
ESL 52B Intermediate Reading and Vocabulary Building: SLO #4 Given a high intermediate text, students will choose the correct word form to complete a sentence.		X					
ESL 52B Intermediate Reading and Vocabulary Building: SLO #5 Given a high intermediate text, students will analyze themes and plots, describe settings and examine characters.		X					
ESL 52C Advanced Reading: SLO #1 Given an advanced text, students will use textual evidence to analyze themes and plots, describe settings and examine characters.		X		X			
ESL 52C Advanced Reading: SLO #2 Given an advanced text, students will identify and examine literary devices, such as metaphor, simile.		X					
ESL 52C Advanced Reading: SLO #3 Given an advanced text, students will define the meaning of unfamiliar words from the context.		X					
ESL 52C Advanced Reading: SLO #4 Given an advanced text, students will interpret implied meaning or intent.		X					
ESL 52C Advanced Reading: SLO #5 Given an advanced text, students will restate main ideas.		X					

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>			COURSE to ILO Alignment <i>(Mark with an X)</i>			
	P1	P2	P3	1	2	3	4
ESL 53A Elementary Writing and Grammar: SLO #1 Students will write a summary of a low-intermediate text in their own words, including the title and source of the text and key points.			X				
ESL 53A Elementary Writing and Grammar: SLO #2 Students will write an effective response to a low-intermediate text, consisting of a personal narrative, opinion, or analysis.			X		X		
ESL 53A Elementary Writing and Grammar: SLO #3 Students will correctly use basic transition words, basic verb tenses, basic sentence structure, and paragraph format.			X				
ESL 53B Intermediate Writing and Grammar: SLO #1 Students will demonstrate basic organizing elements such as a thesis, topic sentences, and transitions.			X				
ESL 53B Intermediate Writing and Grammar: SLO #2 Students will use textual evidence from a high-intermediate level text.			X				
ESL 53B Intermediate Writing and Grammar: SLO #3 Students will use proper formatting and basic documentation of sources.			X	X	X		
ESL 53B Intermediate Writing and Grammar: SLO #4 Students will demonstrate correct grammar and sentence structure at the high-intermediate level.			X				
ESL 53C Advanced Essay Writing and Grammar: SLO #1 Students will demonstrate organizing elements such as a thesis, topic sentences, and transitions.			X				
ESL 53C Advanced Essay Writing and Grammar: SLO #2 Students will use basic research skills and textual evidence from an advanced-level text.			X				
ESL 53C Advanced Essay Writing and Grammar: SLO #3 Students will use proper formatting and MLA documentation.			X	X	X		X
ESL 53C Advanced Essay Writing and Grammar: SLO #4 Students will demonstrate correct grammar and sentence structure.			X				

Program: Non-Credit English as a Second Language (ESL) <i>(Compton-Only Courses)</i>		Number of Courses: 8	Date Updated: 09.30.2014	Submitted by: Dalia Juarez, ext. 2231			
ILOs	1. Critical Thinking <i>Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.</i>	2. Communication <i>Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.</i>	3. Community and Personal Development <i>Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.</i>	4. Information Literacy <i>Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.</i>			
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PLOs				PLO to ILO Alignment <i>(Mark with an X)</i>			
				1	2	3	4
PLO #1 Oral Skills For Interaction Upon completion of the non-credit ESL program, students will demonstrate the use of oral skills that are necessary for interaction in an English-speaking environment.					X		
PLO #2 Improving Employability Upon completion of the non-credit ESL program, students will be able to apply listening, speaking, reading and writing skills learned in the program to improve their employability.				X	X		
PLO #3 Entry into the Credit Program Upon completion of the non-credit ESL program, students will demonstrate reading and writing skills necessary for entry for the Credit Program.				X	X		

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>			COURSE to ILO Alignment <i>(Mark with an X)</i>			
	P1	P2	P3	1	2	3	4
ESL 02A Grammar and Conversation Level I: SLO #1 Students will demonstrate, through face-to-face conversations, comprehension of simple words and phrases used in common everyday context.				X	X		
ESL 02A Grammar and Conversation Level I: SLO #2 Students will ask grammatically structured questions related to basic needs and respond appropriately using short phrases and sentences.							
ESL 02A Grammar and Conversation Level I: SLO #3 Students will use words that signal differences between present and past in simple statements related to common activities.							
ESL 02B Grammar and Conversation Level II: SLO #1 Students will demonstrate through face-to-face conversation understanding of simple questions and answers in standard English.				X	X		
ESL 02B Grammar and Conversation Level II: SLO #2 Students will participate in simple conversations dealing with basic survival needs and using Yes/No questions and Wh-questions including questions about possessive nouns and possessive adjectives.							
ESL 02B Grammar and Conversation Level II: SLO #3 Students will describe a sequence of events in the past dealing with personal life.							
ESL 02C Grammar and Conversation Level III: SLO #1 Students will demonstrate understanding of face-to-face speech in standard English using learned grammatical idiomatic structure to answer questions in the present, past and future.				X	X		
ESL 02C Grammar and Conversation Level III: SLO #2 Students will use prediction strategies to understand new vocabulary in context.							
ESL 02C Grammar and Conversation Level III: SLO #3 Students will participate in face-to-face conversations to tell about personal histories or describe places or people.							

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	P1	P2	P3	1	2	3	4
ESL 02D Grammar and Conversation Level IV: SLO #1 Students will demonstrate listening skills related to native speakers’ utterances that contain some unfamiliar vocabulary without much difficulty.				X	X		
ESL 02D Grammar and Conversation Level IV: SLO #2 Students will demonstrate understanding of the essential points when engaged in controlled conversation on topics such as narration of factual materials, description, or topics that involve familiar fields of knowledge with some lack of fluency.							
ESL 02D Grammar and Conversation Level IV: SLO #3 Students will participate in face-to-face or telephone conversations on familiar topics containing complex grammatical structures such as perfect tenses, passive voice, or some adverbial clauses: search for appropriate word choice or grammatical accuracy may inhibit communication and limited fluency.							
ESL 03A Reading and Writing Level I: SLO #1 (Reading) Students will interpret isolated vocabulary words and phrases in familiar context.				X	X		
ESL 03A Reading and Writing Level I: SLO #2 (Reading) Students will predict meanings of unfamiliar words in familiar contexts using context clues.							
ESL 03A Reading and Writing Level I: SLO #3 (Reading) Students will use learned strategies to identify the topic, the main idea, and supporting details to interpret short narrative or descriptive passages on familiar topics.							
ESL 03A Reading and Writing Level I: SLO #4 (Reading) Students will write a series of simple sentences containing learned vocabulary and using appropriate grammatical structures in a personal experience.							
ESL 03B Reading and Writing Level II: SLO #1 (Reading) Students will be able to predict meaning of unfamiliar vocabulary, distinguish facts from opinions and use context clues to find meanings.				X	X		
ESL 03B Reading and Writing Level II: SLO #2 (Reading) Students will develop a topic sentence and supporting sentences to write a paragraph on a familiar topic.							
ESL 03B Reading and Writing Level II: SLO #3 (Reading) Students will write sentences to create short narrative paragraphs to describe daily activities or past events using chronological order and simple past tense.							

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	P1	P2	P3	1	2	3	4
	ESL 03C Reading and Writing Level III: SLO #1 (Reading) Students will use previously learned strategies of skimming, scanning, previewing, and prediction to discover the general idea, main idea and supporting details.				X	X	
ESL 03C Reading and Writing Level III: SLO #2 (Reading) Students will draw meaning from familiar texts by using previously learned vocabulary skills of words' prefixes/suffixes and synonyms/antonyms.							
ESL 03C Reading and Writing Level III: SLO #3 (Reading) Students will write related sentences to form paragraphs, and proofread and edit their writing.							
ESL 03D Reading and Writing Level IV: SLO #1 Advance Reading and Comprehension Skills 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.				X	X		
ESL 03D Reading and Writing Level IV: SLO #2 Advance Writing Skills Students will write short comparison/contrast or cause/effect paragraphs, using appropriate signal words and Punctuation.							