

ESL 070: ESL/ACADEMIC ENGLISH I

Originator

chsmith

Justification / Rationale

The ESL department is requesting to change all department caps from 29 to 24 to realign with English and ensure the same level of student success in meeting AB 705 requirements. Minor revision and editing completed to align overlay non-credit version of course, but no substantial academic changes made.

ESL Course Cap Change Rationale-

Since the implementation of AB 705, College of the Desert has eliminated all English and ESL (credit) placement tests and adopted an integrated English & ESL self-guided placement tool/multiple measure approach that relies on self-selection of ESL and English courses. In 2019/20, the Curriculum committee approved the English Department's reduction of course caps from 29 to 24 in an effort to promote student success in light of AB 705's impact; these changes were based on recommendations put out by the Chancellor's Office. ESL, as part of the English/ESL Department, offers a parallel instructional tract to English 1A. The ESL department is requesting to change all department caps from 29 to 24 to realign with English and ensure the same level of student success in meeting AB 705 requirements.

As part of anticipation of AB 705, ESL previously removed the lowest level of Academic Reading & Writing and Grammar. This has resulted in more under-prepared students in the remaining two levels.

Additionally, in 2019/20 with the support of ESL, the International Office was approved to accept provisional students with below COD minimum International English placement test scores; this has also resulted in an increase of under-prepared students being placed into ESL.

In 2020 in response to the pandemic and changes in student visa entrance, the International Office began promoting COD online for students still abroad. This has created a new international student living in their home country who needs a significantly higher student support by instructors. Currently 1/8-1/4 of ESL enrollment is made up of these students.

2019/2020 Success and retention scores dropped from the previous five years. ESL believes that smaller class sizes will help to improve those retention and success scores and ultimately help COD meet the requirements of increasing the number of students able to satisfy AB 705 requirements.

Resources:

Assessment and placement at California Community Colleges is changing: <https://assessment.cccco.edu/>

From: Laura L. Hope, Executive Vice Chancellor, Educational Services and Support

RE: Assembly Bill (AB) 705 Implementation

Assembly Member Irwin introduced AB 705, which was passed by the legislature and signed into law by Governor Brown in October of 2017. This bill is designed to accomplish several important outcomes that are paramount to the Chancellor's Vision for Success:

1. Increase the numbers of students who enter and complete transfer-level English and mathematics/quantitative reasoning in one year.
2. Minimize the disproportionate impact on students created through inaccurate placement processes.
3. Increase the number of students completing transfer-level English within three years.

Because strategies to achieve these outcomes must be implemented by the fall of 2019 (fall of 2020 for ESL), faculty, staff, and administrators will need to actively engage various aspects of developmental education reform: assessment and placement, curricular design, co-curricular design, and non-curricular support. Colleges should see this as an urgent call to innovate in order to serve their communities with the expectation that after two years, collected data will show improved rates of completion of transfer-level English and mathematics attainment.

Colleges must move from a system that utilizes assessment for placement schema that demand demonstration of skill to one where the assessment for placement schema is a predictor of success in a course. Research has demonstrated that indicators like overall high school GPA, individual course-taking performance, and course-taking patterns have equal or superior predictive value than the traditional assessment tests because they are a better reflection of students' capacity. High school performance metrics have been shown to be most predictive, especially when the student is within ten years of high school graduation.

<https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5b6ccfc46d2a73e48620d759/1533857732982/07.18+AB+705+Implementation+Memorandum.pdf.pdf>

FROM: Alice Perez, Vice Chancellor, Educational Services & Support

RE: Assembly Bill 705 and 1805 Spring 2019 Guidance Language for Credit English as a Second Language AB 705 Statement on Placement: The law does not require the elimination of placement tests for ESL at this time, nor does the law disallow the use of placement tests for students. Placement tests for credit ESL are not discriminatory under AB 705 or California Education Code. Multiple Measures: Per AB 705, "Colleges are also required to use multiple measures in determining course placement pursuant to Section 55522 of Title 5 of the California Code of Regulations" (Section 1.(a)(10)).

Accuplacer: Approval for Accuplacer for ESL will not be renewed after Spring 2020. COLLEGE OBLIGATIONS UNDER AB 1805 FOR CREDIT ESL Per AB 1805, as a condition for receiving Student Equity and Achievement Program funding, colleges are required to:

- "inform students of their rights to access transfer-level coursework and academic credit English as a Second Language (ESL) coursework" (AB 1805 Section 1.78221.5 (a) (1))
- inform students of the benefits of both English and ESL pathways "in language that easily understandable, and shall be prominently featured in the community college catalog, orientation materials, information related to students assessment on the community college's Internet Web site, and any written communication by a college counselor to a student about the student's course placement options." (AB 1805 Section 1.78221.5 (a) (2)).

Summary: Institutions should-

- Create stronger connections and greater equity between credit ESL and English faculty, as well as credit ESL and non-credit ESL faculty.
 - Colleges should consider implementing a guided self-placement process that determines whether a student will benefit from proceeding into transfer-level English or into credit
 - ESL courses as well as a separate process that determines the most appropriate course to begin in the credit ESL sequence, and maintain a designated space where students may engage this process.
 - Colleges should explore curricular revisions that integrate reading and writing, shorten longer sequences, explore transfer GE credit, and create credit certificate programs that recognize student accomplishments on their way to their final educational goal. Colleges should be proactive and anticipate options for scheduling to maximize success for students enrolled in credit ESL courses.
- <https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5cba33ac652deab55b0afcb/1555706796861/AA+19-20+AB+705+and+1805+Spring+2019+Guidance+Language+for+Credit+ESL.pdf>

Effective Term

Spring 2022

Credit Status

Credit - Non Degree Applicable

Subject

ESL - ESL Credit

Course Number

070

Full Course Title

ESL/Academic English I

Short Title

ACAD ESL I

Discipline**Disciplines List**

English as a Second Language (ESL)

Modality

Face-to-Face
100% Online
Hybrid

Catalog Description

This is the first in a series of two reading and writing courses to help English as a Second Language (ESL) students develop and improve academic reading and writing skills. Emphasis will be on basic essay structure, beginning research skills, and critical reading strategies with integrated practice and reinforcement in writing and reading. ESL 070A Introductory Grammar & Editing corequisite strongly advised.

Schedule Description

This is the first of two Reading and Writing courses to help English as a Second Language (ESL) students develop and improve academic reading and writing skills. Emphasis will be on basic essay structure, beginning research skills, and critical reading strategies with integrated practice and reinforcement in writing and reading. ESL 070A Introductory Grammar & Editing corequisite strongly advised. Students may choose the Pass/No Pass grading option. Advisory: ESL 070A as corequisite

Lecture Units

4

Lecture Semester Hours

72

Lab Units

0

In-class Hours

72

Out-of-class Hours

144

Total Course Units

4

Total Semester Hours

216

Prerequisite Course(s)

Advisory: ESL 070A as corequisite

Required Text and Other Instructional Materials**Resource Type**

Web/Other

Open Educational Resource

Yes

Year

2020

Description

Original OER course materials were procured and approved by the OER workgroup of Guided Pathways Pillar IV.

Class Size Maximum

24

Requisite Course Objectives

ESL 070A-Evaluate returned, marked, and graded essays from other courses to identify high intermediate grammar issues with simple, compound, and complex sentences.

ESL 070A-Edit own sentences for vocabulary and structure more effectively by recognizing some of own re-occurring errors.

ESL 070A-Apply understanding of how grammar affects the written message by using deliberate and informed choices in vocabulary and language appropriate to academic writing.

Course Content

1. Strategies for understanding a text
2. Active reading, including summarizing and posing questions
3. Essay structure and the process of writing
4. Forming a controlling idea in writing
5. Vocabulary development
6. The writing process
7. Outlining and mapping
8. Summarizing skills
9. Introduction and conclusion strategies
10. Thesis
11. Topic sentences
12. Support
13. Transitions
14. Reading-Writing connections

Course Objectives

	Objectives
Objective 1	Summarize readings.
Objective 2	Identify main ideas and supporting details in readings of 1-5 pages long.

Objective 3	Recognize and explain patterns of idea development.
Objective 4	Recognize the role of voice and audience.
Objective 5	Demonstrate annotation skills for improving understanding of a text.
Objective 6	Demonstrate the ability to use a writing handbook as a reference tool.
Objective 7	Develop and expand vocabulary and construct sentences that demonstrate variety and effective word choice, using mostly college level diction.
Objective 8	Demonstrate fluency in word classification and purpose.
Objective 9	Identify and employ prewriting activities.
Objective 10	Demonstrate the ability to generate, develop, and organize ideas into a cohesive essay using multiple paragraphs.
Objective 11	Identify and employ transitions and connectors to show unity between ideas.
Objective 12	Demonstrate through the writing process the ability to apply standard rules of grammar, punctuation, and spelling.
Objective 13	Improve editing and revision strategies both individually and in peer review.
Objective 14	Demonstrate the ability to produce several drafts of essays through a series of revisions using a computer.
Objective 15	Demonstrate ability to recognize an introduction to basic concepts of research and documentation strategies [in-text quote, basic MLA citations—book, interview].
Objective 16	Demonstrate beginning competence in basic business writing [letter, resume, email etiquette].
Objective 17	Demonstrate the ability to understand the differences between writing as a process and in-class timed writing.

Student Learning Outcomes

Upon satisfactory completion of this course, students will be able to:	
Outcome 1	Apply skills learned in class to read articles critically and summarize them.
Outcome 2	Analyze writing to identify errors and improve writing during drafting process.
Outcome 3	Recognize and use patterns of organization to effectively produce unified coherent essays.
Outcome 4	Recognize errors in sentence structure, grammar, spelling, and capitalization and correct errors using skills learned in class.

Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Discussion	Discussion of video and articles via in-class discussion and/or Learning Management System (LMS) discussion board.
Technology-based instruction	Use of LMS system for readings, posting assignments, discussion, and quizzes.
Participation	Multiple posting on discussion board and/or in classroom.
Lecture	Lecture on course objectives in-class or via written/video in LMS.

Methods of Evaluation

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
Written homework	Research and note-taking work for assigned essays.	In and Out of Class
College level or pre-collegiate essays	Three assigned essays: each essay has a four step writing process.	In and Out of Class
Self-paced testing	Weekly module quizzes on readings.	In and Out of Class
Self/peer assessment and portfolio evaluation	Self and Peer Review assignments on every assignment.	In and Out of Class
Group activity participation/observation	Weekly participation in Student Success groups.	In and Out of Class

Assignments

Other In-class Assignments

1. Paragraphs
2. Essays
3. Summaries
4. Responses
5. Exams
6. Quizzes
7. Group Discussion

Other Out-of-class Assignments

1. Paragraphs
2. Essays
3. Summaries
4. Responses
5. Exams
6. Quizzes

Grade Methods

Student Option

Distance Education Checklist

Include the percentage of online and on-campus instruction you anticipate.

Online %

50

On-campus %

50

Instructional Materials and Resources**Effective Student/Faculty Contact**

Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?

Within Course Management System:

Discussion forums with substantive instructor participation
Online quizzes and examinations
Private messages
Regular virtual office hours
Timely feedback and return of student work as specified in the syllabus
Weekly announcements

External to Course Management System:

Direct e-mail
Posted audio/video (including YouTube, 3cm mediasolutions, etc.)
Teleconferencing
Telephone contact/voicemail

For hybrid courses:

Scheduled Face-to-Face group or individual meetings

Briefly discuss how the selected strategies above will be used to maintain Regular Effective Contact in the course.

Regular effective contact will be maintained by substantial student-to-student, student-to-instructor, and instructor-to-student in each weekly module:

- Providing direct instruction with opportunity for questions
- Assessing or providing feedback on a student's module assignments
- Providing information or responding to questions about the module lesson via email and office hours
- Facilitating and participating in a group discussion regarding the module lesson

Other Information

MIS Course Data

CIP Code

32.0108 - Developmental/Remedial English.

TOP Code

493087 - English as a Second Language – Intergrated

SAM Code

E - Non-Occupational

Basic Skills Status

Basic Skills

Prior College Level

Two levels below transfer

Cooperative Work Experience

Not a Coop Course

Course Classification Status

Credit Course

Approved Special Class

Not special class

Noncredit Category

Not Applicable, Credit Course

Funding Agency Category

Not Applicable

Program Status

Stand-alone

Transfer Status

Not transferable

General Education Status

Y = Not applicable

Support Course Status

N = Course is not a support course

Allow Audit

Yes

Repeatability

No

Materials Fee

No

Additional Fees?

No

Files Uploaded

Attach relevant documents (example: Advisory Committee or Department Minutes)

Discussion of Course Cap Change English-ESL Department.docx

Approvals

Curriculum Committee Approval Date

03/18/2021

Academic Senate Approval Date

03/25/2021

Board of Trustees Approval Date

04/16/2021

Chancellor's Office Approval Date

07/13/2021

Course Control Number

CCC000529567