

Program SLOs

English as a Second Language

Certificate of Achievement – ESL Listening and Speaking for Academic and Workforce Preparation

Certificate of Achievement – ESL Listening and Speaking for College Success

Certificate of Achievement – ESL Reading for Academic and Workforce Preparation

Certificate of Achievement – ESL Reading for College Success

Certificate of Achievement – ESL Writing for Academic and Workforce Preparation

Certificate of Achievement – ESL Writing for College Success

ESL Program Student Learning Outcomes From the 2015 PrOF (Program Review) Update

1	Program Student Learning Outcome (P-SLO)	ESL Writing - Competency	Demonstrate ability to function in writing situations for a variety of academic and workplace purposes where English is the primary language.
2	Program Student Learning Outcome (P-SLO)	ESL Reading - Competency	Demonstrate the ability to function in most reading situations where English is the primary language.
3	Program Student Learning Outcome (P-SLO)	ESL Listening/Speaking - Competency	Demonstrate ability to function in most listening and speaking situations where English is the primary language.
4	Program Student Learning Outcome (P-SLO)	ESL Pronunciation - Impromptu Speech	Produce lengthy, unrehearsed examples of intelligible connected speech
5	Program Student Learning Outcome (P-SLO)	ESL Writing - Reasoning	Support opinions with facts and cogent reasoning.
6	Program Student Learning Outcome (P-SLO)	ESL Reading - Contextual Reading	Vary reading strategies based on purpose.
7	Program Student Learning Outcome (P-SLO)	ESL Listening/Speaking - Impromptu Speech	Produce lengthy, unrehearsed examples of intelligible connected speech.
8	Program Student Learning Outcome (P-SLO)	ESL Pronunciation - Contextual Speech	Use a variety of interactive speaking/listening and presentation strategies effectively.
9	Program Student Learning Outcome (P-SLO)	ESL Pronunciation - Oral Communication	Demonstrate ability to independently apply skills learned to own oral communication.
10	Program Student Learning Outcome (P-SLO)	ESL Writing - Error Correction	Apply error correction strategies to address personal, repetitive weaknesses in writing.
11	Program Student Learning Outcome (P-SLO)	ESL Reading - Vocabulary	Employ vocabulary building strategies.
12	Program Student Learning Outcome (P-SLO)	ESL Listening/Speaking - Central Meaning	Identify central meaning in conceptually and linguistically challenging spoken discourse

13	Program Student Learning Outcome (P-SLO)	ESL Writing - Peer Review	Participate in the peer review process to strengthen the intent of written communication.
14	Program Student Learning Outcome (P-SLO)	ESL Reading - Analysis	Analyze readings to include the recognition of rhetorical modes, thesis, purpose, audience, bias, and organization.
15	Program Student Learning Outcome (P-SLO)	ESL Listening/Speaking - Contextual Speech	Use a variety of interactive speaking/listening and presentation strategies effectively.
16	Program Student Learning Outcome (P-SLO)	ESL Writing - Self Reliant Learning	Make progress toward becoming self-reliant and independent learners.
17	Program Student Learning Outcome (P-SLO)	ESL Reading - Self Reliant Learners	Make progress toward becoming self-reliant and independent learners.
18	Program Student Learning Outcome (P-SLO)	ESL Listening/Speaking - Diversity and Pluralism	Enhance ability to contribute to a diverse democratic society with a pluralistic perspective of the world.
19	Program Student Learning Outcome (P-SLO)	ESL Writing - Pluralism and Diversity	Become more prepared to contribute to a diverse democratic society with a pluralistic perspective of the world.
20	Program Student Learning Outcome (P-SLO)	ESL Reading - Diversity and Pluralism	Become more prepared to contribute to a diverse democratic society with a pluralistic perspective of the world.
21	Program Student Learning Outcome (P-SLO)	ESL Listening/Speaking - Oral Communication	ESL Listening/Speaking - Oral Communication

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SLO 1 PRODUCE COMPREHENSIBLE AMERICAN ENGLISH WITH APPROPRIATE STRESS, RHYTHM AND INTONATION IN CONVERSATIONS AND DISCUSSIONS WITH A SYMPATHETIC LISTENER.

- Employ basic stress, rhythm, and intonation patterns of American English in interviews, discussions and presentations.
- Differentiate mood and meaning by applying stress, rhythm and intonation rehearsed in class.

SLO 2 PARTICIPATE IN MEANINGFUL DISCUSSIONS, ASKING AND RESPONDING TO QUESTIONS BASED ON CLASS LECTURES AND READINGS WHEN INTERACTING WITH SYMPATHETIC LISTENERS.

- Perform conversations and impromptu role-playing scenarios on a variety of topics.
- Employ communication techniques to respond appropriately in conversations and discussions.
- Write questions and responses for interviewing others based on topics in lectures and listening activities.

SLO 3 EXTRACT VITAL INFORMATION FROM LISTENING PASSAGES AND LECTURES TO TAKE NOTES OF MAIN AND SUPPORTING IDEAS.

- Write notes which include the main and supporting ideas presented in brief lectures, videos, or radio interviews.
- Evaluate the message, audience and purpose of speakers in a variety of listening activities, including audio and video materials.
- Complete cloze activities based on listening extracts of lectures, interviews or videos.
- Summarize main ideas presented in lectures, videos, interviews, or stories.

SLO 4 PRESENT SHORT SPEECHES AND GROUP PROJECTS WITH BASIC FLUENCY AND ACCURACY.

- Plan and produce an individual presentation on a topic discussed in class.

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- Analyze and assign speaking tasks to members of a team for a team project to be presented with visual props.

SLO 5 PARTICIPATE EFFECTIVELY IN A PLURALISTIC ACADEMIC SETTING

- Interact respectfully with students from diverse backgrounds.
- Perform academic responsibilities in a timely and ethical fashion.
- Participate in discussions that require expressing and responding to opinions from diverse perspectives.

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SLO 1 DEMONSTRATE ABILITY TO FUNCTION IN LISTENING AND SPEAKING SITUATIONS WHERE ENGLISH IS THE PRIMARY LANGUAGE

- Analyze selected issues and prepare to support multiple viewpoints
- Take notes on challenging, lengthy academic lectures
- Participate in discussions and interviews with confidence
- Understand spoken questions, instructions, and announcements
- Demonstrate comprehension of main points of news videos or other excerpts of native speech
- Demonstrate comprehension and ability to converse fluently in everyday conversation

SLO 2 PRODUCE LENGTHY, UNREHEARSED EXAMPLES OF INTELLIGIBLE CONNECTED SPEECH

- Speak fluently at an appropriate speed with very little or no hesitation
- Use clear and comprehensible pronunciation
- Use correct grammar and vocabulary correctly so that meaning is not disrupted

SLO 3 IDENTIFY CENTRAL MEANING IN CONCEPTUALLY AND LINGUISTICALLY CHALLENGING SPOKEN DISCOURSE

- Take organized and accurate notes based on lectures using note-taking techniques
- Identify main ideas, subtopics, and important supporting facts
- Use notes to respond in speaking and writing and to recreate the lecture

SLO 4 USE A VARIETY OF INTERACTIVE SPEAKING/LISTENING AND PRESENTATION STRATEGIES EFFECTIVELY

- Give an intelligible presentation of 8-10 minutes that includes an appropriate introduction and conclusion, clear transitions, complete information to explain subtopics, and instructive visuals, including appropriate use of PowerPoint
- Interact with group members to delegate tasks and come to consensus
- Use a variety of discussion strategies effectively, including clarifying, expressing opinions, agreeing, disagreeing and eliciting others' input
- Critically discuss, analyze, and summarize relevant content of lectures, videos, or other listening material

SLO 5 ENHANCE ABILITY TO CONTRIBUTE TO A DIVERSE DEMOCRATIC SOCIETY WITH A PLURALISTIC PERSPECTIVE OF THE WORLD

- Examine topics from more than one perspective and summarize the reasoning behind both sides
- Attend campus events related to cultural pluralism
- Participate in group activities appropriately and respectfully with people of different backgrounds

SLO 6 MAKE PROGRESS TOWARD BECOMING SELF-RELIANT AND INDEPENDENT LEARNERS

- Demonstrate ability to correct spoken errors that lead to misunderstanding
- Conduct basic research for presentations and paraphrase and organize relevant information
- Use the Internet and e-mail to research topics, watch videos, and/or complete web-based listening exercises
- Display academic integrity and honesty at all times

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SLO 1 EMPLOY "TOP-DOWN" COMPREHENSION STRATEGIES

- Use context clues and structural analysis as aids to understanding word meanings.
- Infer meaning through application of previous knowledge.

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- Identify implied ideas in level appropriate texts.

SLO 2 DEMONSTRATE EXPLICIT COMPREHENSION OF LEVEL-APPROPRIATE TEXTS

- Recognize main ideas in intermediate level reading passages.
- Locate topics and major supporting details of assigned readings.
- Discuss and write responses to ideas from both fiction and non-fiction readings.
- Answer literal comprehension and vocabulary-in-context questions after assigned readings.

SLO 3 DISTINGUISH THE MEANINGS CONVEYED BY FUNDAMENTAL ENGLISH GRAMMAR STRUCTURES

- Recognize parts of speech from word forms and sentence structure.
- Analyze sentences for their component parts and recognize the effect of word order on meaning.

SLO 4 DEMONSTRATE ABILITY TO READ LEVEL-APPROPRIATE TEXTS ALOUD

- Use phonetic skills to attack and pronounce unfamiliar words.

SLO 5 DEMONSTRATE ABILITY TO READ AND UNDERSTAND EXTENDED WORKS OF LEVEL-APPROPRIATE FICTION

- Increase vocabulary through reading.
- Search for contextual clues to meaning.
- Employ basic strategies to increase reading speed.
- Employ rudimentary scanning techniques to locate specific textual information.

SLO 6 PROGRESS TOWARD BECOMING INDEPENDENT LEARNERS

- Use an American English dictionary effectively in lieu of reliance on a translating dictionary.

SLO 7 DEMONSTRATE APPROPRIATE PARTICIPATION BEHAVIORS IN SMALL AND LARGE GROUP ACTIVITIES.

SLO 8 EMPLOY TIME MANAGEMENT STRATEGIES TO COMPLETE OUT-OF-CLASS ASSIGNMENTS ACCORDING TO A GIVEN SCHEDULE.

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SLO 1 DEMONSTRATE ABILITY TO FUNCTION IN MOST READING SITUATIONS WHERE ENGLISH IS THE PRIMARY LANGUAGE

- Employ appropriate reading strategies and adjust reading speed appropriately to address a full range of reading tasks
- Demonstrate reading-proficiency skills including predicting, skimming, scanning, surveying, questioning and reviewing
- Demonstrate ability to read for specific information

SLO 2 EMPLOY VOCABULARY BUILDING STRATEGIES

- Employ vocabulary building skills such as analysis of roots, affixes, and contextual clues

SLO 3 ANALYZE READINGS TO RECOGNIZE RHETORICAL PURPOSE AND STRUCTURE

- Analyze readings to determine rhetorical mode and organizational pattern
- Deduce author's intended audience, bias, and thesis

SLO 4 MAKE PROGRESS TOWARD BECOMING SELF-RELIANT AND INDEPENDENT LEARNERS

- Locate and use library reference materials

SLO 5 BECOME MORE PREPARED TO CONTRIBUTE TO A DIVERSE DEMOCRATIC SOCIETY WITH A PLURALISTIC PERSPECTIVE OF THE WORLD

- Synthesize ideas from different texts on a common theme in a written response
- Demonstrate emerging ability to mine information through electronic media

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SLO 1 ANALYZE PARAGRAPHS TO IDENTIFY COMPONENT STRUCTURES

- Identify topic, controlling idea and supporting details at various levels of specificity

SLO 2 PLAN, WRITE, AND REVISE BASIC PARAGRAPHS

SLO 3 WRITE ADEQUATELY UNDER THE PRESSURE OF TIME

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- Choose the correct verb tense/aspect according to the situation
- Use time order and listing order words and expressions to organize ideas
- Use correct punctuation, capitalization, spelling, formatting of paragraphs, and legible handwriting

SLO 4 EXHIBIT AN EMERGING UNDERSTANDING OF THE REVISION AND EDITING PROCESSES AS TOOLS FOR WRITING IMPROVEMENT

SLO 5 WRITE SIMPLE, COMPOUND AND COMPLEX SENTENCES WITH CORRECT PUNCTUATION

SLO 6 CONSTRUCT SENTENCES WITH APPROPRIATE VERB STRUCTURES

SLO 7 IDENTIFY AND USE OTHER GRAMMAR STRUCTURES AND WORD FORMS

- Identify and use singular, plural and non-count forms and appropriate quantifiers and articles with very few errors in form
- Identify parts of speech and use correct word forms in writing
- Identify and use comparative and superlative forms of adjectives with emerging competence
- Identify and use adjective clauses with emerging competence
- Identify and use most modals with few errors in form
- Identify and begin to use present perfect

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SLO 1 DEMONSTRATE ABILITY TO FUNCTION IN WRITING SITUATIONS FOR A VARIETY OF ACADEMIC AND WORKPLACE PURPOSES WHERE ENGLISH IS THE PRIMARY LANGUAGE

- Demonstrate competence in the writing process including prewriting, outlining, drafting, revising and editing
- Respond appropriately and competently to a written prompt under the pressure of time
- Produce a unified essay with a clearly developed thesis

SLO 2 SUPPORT OPINIONS WITH FACTS AND COGENT REASONING

- Demonstrate ability to distinguish fact and opinion on essays
- Utilize cogent reasoning to support opinions and arguments

SLO 3 APPLY ERROR CORRECTION STRATEGIES TO ADDRESS REPETITIVE WEAKNESSES IN WRITING

- Utilize error rubrics to identify and correct errors

SLO 4 DEMONSTRATE CONTROL OF GRAMMAR WITH RARE ERRORS IN FORM

SLO 5 PARTICIPATE IN THE PEER REVIEW PROCESS TO STRENGTHEN THE INTENT OF WRITTEN COMMUNICATION

- Demonstrate ability to incorporate peer feedback in the revision process
- Provide appropriate feedback to peer writers

SLO 6 MAKE PROGRESS TOWARD BECOMING SELF-RELIANT AND INDEPENDENT LEARNERS

- Respect academic integrity by using one's own ideas and words in writing, and demonstrate an understanding of how to avoid plagiarism, including basic use of citation
- Use error rubrics and peer feedback to independently revise and edit essays
- Develop ideas through writing multiple drafts

SLO 7 BECOME MORE PREPARED TO CONTRIBUTE TO A DIVERSE DEMOCRATIC SOCIETY WITH A PLURALISTIC PERSPECTIVE OF THE WORLD

- Contrast American cultural values and practices with those of students' native countries
- Respond to various bicultural and multicultural readings

* Developed through the Curriculum Committee approval process.