ESL 371: ESL/ACADEMIC ENGLISH II

Originator

Christen Smith

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. Proofreading 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/5cba33ac652deab55b0afcbb/1555706796861/AA
+19-20+AB+705+and+1805+Spring+2019+Guidance+Language+for+Credit+ESL.pdf

Effective Term
Spring 2022

Credit Status
Noncredit

Subject
ESL - ESL Credit

Course Number
371

Full Course Title
ESL/Academic English II

Short Title
ACAD ESL II

Discipline

Disciplines List
English as a Second Language (ESL)

Modality
Face-to-Face
100% Online
Hybrid

Catalog Description
An advanced course to help non-native English students develop and improve academic reading and writing skills. Emphasis is on college-level reading and writing: expanding vocabulary, reading comprehension, critical thinking, researching, and expository essay writing. ESL 371A Advanced Grammar & Editing corequisite strongly advised.

Schedule Description
An advanced course to help non-native English students develop and improve academic reading and writing skills. Emphasis is on college-level reading and writing: expanding vocabulary, reading comprehension, critical thinking, researching, and expository essay writing. ESL 371A Advanced Grammar & Editing corequisite strongly advised.
Advisory: ESL 371A as corequisite

Total Non-Credit Contact Hours
216

Lecture Units
0

Lab Units
0

In-class Hours
72

Out-of-class Hours
144

Total Course Units
0

Total Semester Hours
216

Override Description
noncredit course

Class Size Maximum
24

Prerequisite Course(s)
Advisory Corequisite: ESL 371A

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.

Entrance Skills
Demonstrate the ability to identify, use, and comprehend high-intermediate rules of sentence structure, vocabulary, grammar and punctuation.

Requisite Course Objectives
ESL 371A-Recognize own patterns of error and use strategies to edit own writing using vocabulary and sentence structure appropriate to college writing.
ESL 371A-Analyze and identify grammatical structures in college level writing.
ESL 371A-Use appropriate college diction.

Course Content
1. Critical reading, including making connections, exploring significance, and evaluating evidence
2. Reading for conceptual understanding
3. Forming inferences
4. Synthesizing ideas and information from multiple sources, including readings, personal observation, and reflection
5. Evaluation and use of specific data to support general ideas
6. The role of audience awareness in reading and writing
7. Prewriting strategies
8. The writing process
9. Reading-Writing connections
10. Use of reference material (dictionary, thesaurus, handbook, and library sources)

11. Research strategies
12. Documentation skills
13. Information literacy
14. Paraphrasing skills

Course Objectives

	Objectives
Objective 1	Demonstrate understanding of main idea, details, relationships, and patterns of organization.
Objective 2	Exhibit ability to use expanded vocabulary and practice using contextual cues and resources.
Objective 3	Evaluate features of style such as purpose, audience, and tone.
Objective 4	Evaluate supporting evidence.
Objective 5	Demonstrate the ability to understand the difference between stated and implied concepts.
Objective 6	Demonstrate an ability to analyze and respond critically to readings of 3-8 pages long.
Objective 7	Master use of a digital writing handbook as reference tool.
Objective 8	Demonstrate an improved level of word analysis skills and vocabulary development.
Objective 9	Conduct research and evaluate sources for use as evidence in essays on complex topics.
Objective 10	Write organized annotated summaries.
Objective 11	Integrate source material and demonstrate critical awareness in multi-page essays.
Objective 12	Synthesize ideas in writing.
Objective 13	Format essays correctly according to MLA and APA conventions, including in-text references and correct works cited/reference entries.
Objective 14	Construct sentences that demonstrate variety and effective word choice, using college level diction.
Objective 15	Engage in collaborative review sessions to understand difficult concepts and produce effective essays.
Objective 16	Demonstrate understanding of the difference 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	Write essays, including argument and analysis, that demonstrate organized academic essay structures.
Outcome 2	Read critically, evaluate complex ideas in reading and synthesize those ideas in writing.
Outcome 3	Demonstrate documented citation of reading sources in various formats.
Outcome 4	Analyze, read, revise, and edit one's own work.

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 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
College level or pre-collegiate essays	Three assigned essays; each essay has a four-step writing process.	In and Out of Class
Group activity participation/observation	Weekly discussions of readings.	In and Out of Class
Written homework	Research and note-taking work on assigned essays.	In and Out of Class
Self-paced testing	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
Other	Out-of-class hours will be accounted for electronically through the learning management system.	Out of Class Only

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

Grade Methods
Pass/No Pass Only

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:

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

External to Course Management System:

Direct e-mail
E-portfolios/blogs/wikis
Posted audio/video (including YouTube, 3cmediasolutions, 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
493084 - English as a Second Language – Writing

SAM Code
E - Non-Occupational

Basic Skills Status
Basic Skills

Prior College Level
One level below transfer

Cooperative Work Experience
Not a Coop Course

Course Classification Status
Other Non-credit Enhanced Funding

Approved Special Class
Not special class

Noncredit Category
English as a Second Language

Funding Agency Category
Not Applicable

Program Status
Program Applicable

Transfer Status
Not transferable

General Education Status
Y = Not applicable

Support Course Status
N = Course is not a support course

Allow Audit
Yes

Repeatability
Yes

Repeatability Limit
NC

Repeat Type
Noncredit

Justification
Noncredit

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
CCC000580628

Programs referencing this course
Advanced Academic English as a Second Language Noncredit Certificate of Competency (http://
catalog.collegeofthedesert.eduundefined/?key=160)