

ESL PROGRAM STUDENT LEARNING GOALS

The mission of Capital's semi-intensive English as-a-Second Language Program is to enable non-native English speaking students to develop and synthesize the core English language proficiency skills necessary for success in degree and certificate programs at the College.

Program-level goals, objectives, and outcomes Upon successful completion of the 4-level ESL course sequence, the student will:	Curricular map Presented in following courses:
<p>1. Display academic values and readiness for content-area courses in an American post secondary system</p> <p>1.1. Take responsibility for his/her own learning</p> <ol style="list-style-type: none"> a. Attend regularly and on time b. Know, complete and stay current with all assignments c. Submit his/her own work d. Display respect for others in class <p>1.2. Employ college resources to navigate the academic environment</p> <ol style="list-style-type: none"> a. Use available academic and counseling support services beyond the classroom b. Demonstrate competence with language lab and library resources c. Find necessary information in catalogues, student handbooks and other print materials <p>1.3. Demonstrate basic competence with information technology</p> <ol style="list-style-type: none"> a. Submit all written assignments using a word processor b. Use online resources effectively 	<p>017 (1) 013 (1) 027 (1) 023 (1) 047 (1) 043 (1) 157A (1) 153A (1) 185 (1)</p>
<p>2. Demonstrate ability to comprehend and interpret spoken, written and socio-cultural forms of communication</p> <p>2.1. Demonstrate awareness of both explicit and implied meaning in extended spoken discourse</p> <ol style="list-style-type: none"> a. Take effective notes b. Follow directions c. Formulate and pursue questions appropriately <p>2.2. Read with comprehension of both content and organization</p> <ol style="list-style-type: none"> a. Identify main ideas and supporting details b. Form appropriate inferences c. Apply knowledge of material from reading <p>2.3. Recognize and employ elements of socio-cultural communication appropriate to a variety of situation</p> <ol style="list-style-type: none"> a. Apply interactive protocols such as negotiation, interruption, turn-taking, etc. b. Recognize and respond appropriately to nonverbal signals 	<p>017 (3) 027 (3) 147 (3) 153A (3) 185 (3,4,5)</p> <hr/> <p>017 (3) & 013 (3) 023 (3) 143 (3) 153A(3) 185 (3,4,5)</p> <hr/> <p>017 (4) 027 (3 &4) 023 (4f) 147 (3) 157A(3)</p>

<p>3. Apply a range of language structures to interact effectively in interpersonal and academic situations</p> <p>3.1. Speak with sufficient accuracy and fluency to report information and express and develop options</p> <ul style="list-style-type: none"> a. Form and support hypothesis b. Summarize and explore information c. Employ comprehensive communicative strategies to compensate for gaps in language proficiency <p>3.2. Write about a variety of topics with clarity and detail</p> <ul style="list-style-type: none"> a. Organize and develop written texts in paragraph and essay form b. Employ vocabulary appropriate for subjective and objective writing projects c. Use standard written grammar and mechanics sufficient to participate and succeed in content-areas courses 	<p>017 (2 & 4g) 027 (2 & 4g) 147 (3 & 4) 157A (2& 4) 185 (5)</p>
<p>4. Display effective cross-cultural communication competence</p> <p>4.1. Display respect for cultures of fellow students</p> <ul style="list-style-type: none"> a. Cooperate in group work b. Participate in classroom dialogue <p>4.2. Function effectively in multicultural environments</p> <ul style="list-style-type: none"> a. Practice tolerance of perceived cultural differences and recognize commonalities b. Raise and respond to questions about current and historical events, civics and geography 	<p>017 (5) 013 (5) 027 (5) 023 (5) 047 (5) 043 (5) 157A (5) 153A (5) 185 (6)</p>