

ESL 051/052 – High Intermediate English in Allied Health for ESL

Course Description

These courses are part of the fifth level of ESL Instruction. They are designed for students whose native language is not English and who plan to major in Allied Health programs. ESL 051/052 serves as a support course for ESL reading (ESL 085) and writing (ESL 095) classes and BIO 005. It includes instruction in (a) high intermediate level structure skills and (b) high intermediate level listening and note-taking (c) study skill topics based on Anatomy and Physiology/Allied Health contexts. The goal is to give English Language preparation to succeed at the college level and Allied Health programs.

Prerequisite: ESL 045 or ESL Placement Test. Co-requisites: ESL 085, ESL 095 and BIO 005. 6 lecture hours per week. 3 credit hours each.

Students who are successful in passing this course move onto ESL 061/062 or ESL 064/065. Students who do not pass this course take ESL 054/055.

Course Objectives

- To demonstrate intercultural awareness and knowledge of topics related to Anatomy and Physiology, chemistry, and Allied Health topics.
- To understand short academic lectures, answer referential and inferential questions, and express opinions about Anatomy and Physiology/Allied Health topics
- To take organized notes for oral and written response
- To participate in simple academic discussions and give reports with sufficient control of grammatical accuracy, fluency and pronunciation in expressing the message
- To comprehend and produce the items in the grammar/theme chart with accuracy and functional fluency in controlled Anatomy and Physiology/Allied Health situations
- To summarize and paraphrase simple academic passages and videos through writing activities
- To correct errors using a variety of editing strategies
- To access Level Five software and Internet sites applying CALL strategies
- To use email and attachments
- To apply effective learning/study strategies

Information Literacy

By the conclusion of the semester, all students who pass this course will demonstrate an understanding of the fundamentals of research in at least one project, either oral or written. This will include locating research sources and incorporating them into the project.

Rationale

The proposed linked ESL and Biology courses (Level 5 courses: ESL 051/052, ESL 085, ESL 095, and BIO 005 and Level 6 courses: ESL 061/062, ESL 086, ESL 096 and BIO 006) have been successfully piloted during the Spring '08, Fall'09 and Spring '09 semesters. The courses create a comprehensive Allied Health Learning Community for advanced ESL students. This specialized approach will provide students with integrated language instruction paired with biology/nursing content. The ESL Allied Health Learning Community is especially vital at UCC because of the strong interest in health careers among the ESL population. A significant number of students who complete the ESL program (Level 6) plan to enter an Allied Health program. As pilot courses, student interest has been very high with an average of 20 students in

each class. In a survey of over 700 students in ESL Levels 5 and 6 (intermediate and advanced levels of the ESL program), over 200 responded that they were interested in health careers.

The Level 5 and 6 ESL courses paired with Biology courses will increase the success of ESL students in their prerequisite Anatomy and Physiology and in their subsequent Allied Health courses. The ESL students who completed the Level 6 linked courses in Spring '08, and took BIO 102 or BIO 105 this Fall'08 had a pass rate of 100% (C or better) in the courses. Additionally, the retention rate during the courses has been 90% with a high retention rate the following semester.

Transferability

The course is non-credit and not transferable to other colleges.

Resources and Costs

Courses will be staffed utilizing existing faculty. No new faculty will be required.

Requirements

- Midterm Exam
- Final Exam
- Assignments and Quizzes
- Folder for Writing
- Oral presentations.
- Service Learning Project
- Grammar Journal

Suggested Final Grade Calculation

To pass the course and go to Level 6, a student must receive a passing overall final average for the semester. Student work for the complete semester will determine the final grade. Possible final grades are: A, B+, B, C+, C, D+,D, and F, or Stopped Attending (UF). Students who receive an F or UF must repeat the entire course.

Final Exam	35%
Midterm	25%
Quizzes	20%
Assignments, Project	
Class participation,	
Application of Study Skills	20%

Student Resources

Required:

Get Healthy, Learn English, Pires and Khodabakhshi, 2010

Structure and Function of the Body, 12th Ed by Thibodeau and Patton, 2004

Suggested Methodologies and Activities

ESL 051/052 is the speaking/listening/grammar/academic study skills component of Level Five. Instruction is contextualized, with structures integrated and drawn from the biology text and Allied Health materials. Pair and group work are used extensively in speaking, writing and project activities. Emphasis is always on students' accurate PRODUCTION of structures in speaking, reading, and writing.

Grammar:

The grammar structures required for this course will be introduced through a variety of topics coordinated with Anatomy/Physiology and Allied Health related topics. In addition, the content from the reading class and the biology text will be used to analyze the grammatical structures presented. To further practice these structures, students will be required to write short compositions including some nursing topics and case histories.

Grammar Journals:

Students keep a grammar journal to help them identify and correct their errors. Students will use sample writings from their ESL 085 and 095 classes.

Folder:

Writing done for ESL 085 and/or ESL 095 classes can be used in ESL 051/052 for editing instruction and practice. Students will work on editing their 095 essays and/or 085 summaries or reaction papers for new structures being learned and practiced in ESL 051/052.

Academic Listening/Note-taking/Study Skills

Instructor will provide opportunities for academic listening to develop note taking skills. The lectures will include Anatomy/Physiology and Nursing/Allied Health topics. The lectures will come from the following sources:

- Lectures from the BIO 005 class
- Outside speakers
- Lectures, videos
- Internet activities

CALL/ALC

Students will use networked and Web software in the computer lab with their classes. Students are encouraged to spend additional time using the programs in the Academic Learning Center (ALC) labs as well as at its website where students will find activities on the Internet which can be done at home:

<http://www.ucc.edu/StudentServices/ALC/Computer AssistedInstruction/default.htm>

Suggested strategies

- Students learn the mechanics and help features of the CALL programs.
- Students use strategies to incorporate individualized CALL assignments into the course.
- Students use independent CALL study in the ALC

Functions (statements & questions)	Contexts/Themes (related vocabulary and expressions)	Grammar Structures (statement, question, negative forms)
Describing, comparing and contrasting Agreeing and disagreeing Expressing opinions Expressing regrets and possibilities Drawing conclusions and making predictions Summarizing and paraphrasing	Health Issues Controversial issues Biographies Healthy Life Styles Levels of Organization Chemistry Body Systems	Contrast of previously learned tenses Past perfect and continuous forms (introduced but not tested) Introduction of Passive with all tenses including modals and infinitives Past modals Gerunds and infinitives Adverbial clauses including time, reason, purpose, and contrast

Program Goals	(ESL 051/052) Course Objectives/Student Learning Outcomes	Assessments
<p>1. To comprehend a college lecture delivered in English</p> <p>2. To read and respond to college-level materials in English</p> <p>3. To participate in an American college classroom discussion</p> <p>4. To communicate ideas in clear and coherent written English</p> <p>5. To demonstrate knowledge of American culture, including the American education system, and a respect for multiculturalism</p> <p>6. To demonstrate knowledge of information literacy</p>	<ul style="list-style-type: none"> • To demonstrate intercultural awareness and knowledge of topics related to Anatomy and Physiology, chemistry and Allied Health topics. (5) • To understand short academic lectures, answer referential and inferential questions, and express opinions about Anatomy and Physiology/Allied Health topics. (1,3,5) • To take organized notes for oral and written Response. (1,2,3,4) • To participate in simple academic discussions and give reports with sufficient control of grammatical accuracy, fluency and pronunciation in expressing the Message. (1,3,5) • To comprehend and produce the items in the grammar/theme chart with accuracy and functional fluency in controlled Anatomy and Physiology/Allied Health situations. (1,2,3,4,5) • To summarize and paraphrase simple academic passages and videos through writing activities. (1,2,3,4,5) • To correct errors using a variety of editing strategies. (4) • To access Level Five software and Internet sites applying CALL strategies. (1,2,3,4,5,) • To use email and attachments. (6) • To apply effective learning/study strategies. (1,2,3,4) 	<p>Students will take a midterm and final to assess note taking, grammar, listening and writing skills.</p> <p>Students will produce writing assignments such as: summaries of lectures, paragraphs utilizing grammatical structures.</p> <p>Students will take regular quizzes/tests designed to assess control of grammatical structures, listening skills, and comprehension of readings.</p> <p>Students will give an oral presentation.</p> <p>Students' notebooks and journals will be reviewed to assess learning strategies.</p>

Course Outline
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Week	Course Content ESL 051/052 Grammar	Activities/Assignments
One	Introductions and Interviews Overview of Grammar Systems Question Formation: Yes/No Questions Academic Strategies: Getting Organized Expectations of College	Get Healthy, Learn English (GHLE) Introduction Structure Function of the Body (SFB) – Ch. 1
Two	Information Questions Stress and Meditation Vocabulary Strategies: Medical Terminology Note-taking/Listening Skills – Keywords	Get Healthy, Learn English (GHLE) – Ch.1 SFB – Ch. 1 Lecture on the Effects of Stress (take notes) Write summary of Biology class
Three	Review: Making questions, negatives, statements Discussion –Living a Long Life Editing Strategies Acad. Strategies: Memorization Techniques Note-taking/Listening – Organization Signals	GHLE - Ch 1 SFB – Ch. 2 Lecture – A long Life (Being Happy)– Jack La Lanne (take notes) Writing Portfolio/Grammar Journals
Four	Word Order System– Simple Sentences Practice Note-taking: Using informal outlines Comparing notes	GHLE – Ch. 1 SFB – Ch. 2 Biology/Nursing Lecture Quiz on Question Formation Write summary of bio class
Five	Verb System – Forms of Verbs/ Tenses Editing Strategies Acad. Strategies: Test-taking Strategies Note-taking – using symbols	GHLE – Ch 1 SFB – Ch. 3 Biology/Nursing Lecture Writing Portfolio/Grammar Journals
Six	Word Order System – Complex Sentences Adverbial Clauses – Reason, Purpose, Contrast	GHLE– Ch. 1 SFB – Ch. 3 Biology/Nursing Lecture

	Strength Training, Bad Habits Practice; Editing Strategies Noticing and listening for past perfect Note-taking: abbreviations for words & ideas	Write paragraph to summarize biology class
Seven	Present, Present Continuous, Past Continuous Sleep Noticing and Listening for clauses of reason Editing strategies Acad. Strategies: Time Management Note-taking/Listening: signals for examples	GHLE – Ch 2 SFB – Ch. 3 Lecture on Sleep (PBS Nova Now) Writing Portfolio/Grammar Journals Mid-Term
Eight	Simple Present, Simple Past Healthy Lifestyle, Going to the Dr. Overcoming handicaps Editing strategies Note-taking: Listening for signals of explanation and graphic organizers	GHLE – Ch 3 SFB – Ch. 3 Biology/Nursing Lecture Writing Portfolio/Grammar Journals TV Segment: The Heart Mid-Term Discussion Write summary of Biology class
Nine	Present and Past Perfect Hugs, Grief, Health History Form Editing Strategies Note-taking: Using notes to give oral summary	GHLE – Ch. 4 SFB – Ch. 4 Lecture: The Food Pyramid Writing Portfolio/Grammar Journals
Ten	Past Modals Noticing and listening for Past Modals Healthy foods and snacks Lowering blood pressure Editing Strategies Note-taking: Using notes to write summary	GHLE – Ch. 5 SFB – Ch. 4 Film Clip - Diabetes Writing Portfolio/Grammar Journals
Eleven	Passive Voice Students research and develop Allied Health Public Service Announcement	GHLE – Ch 6 SFB – Ch. 5 Past Modal Quiz

	Note –taking/Listening – Recognizing changes in pronunciation that signal important information	Video – Food Poisoning
Twelve	Gerunds and Infinitives Editing Strategies Groups rehearse PSA Note-taking: Going over and Editing notes	GHLE – Ch. 7 SFB – Ch. 5 Biology/Nursing Lecture or Allied Health Video Quiz – Infinitives and Gerunds
Thirteen	Contrast Gerunds/Infinitives Review: All Grammar Groups perform and tape PSA Note-taking: Review	Grammar Handouts SFB – Ch. 5 Biology/Nursing Lecture or Allied Health Video
Fourteen	All Grammar Review	Grammar Handouts SFB – Review Biology/Nursing Lecture or Allied Health Video
Fifteen	Final Exam	

Get Healthy, Learn English (GHLE) Pires and Khodabakhshi , 2010

Structure & Function of the Body (SFB), 13th Ed., Thibodeau and Patton, Mosby, 2004