Non-Degree Applicable

Glendale Community College
December, 2001
Revised, November 2012

COURSE OUTLINE

ESL 128
Intermediate Spelling for Non-Native Speakers

I.   Catalogue Statement

English as a Second Language 128 is designed to promote the spelling proficiency of ESL students at the intermediate level. There is special emphasis given to the relationship between pronunciation, morphology, and spelling.

Total Lecture Units: 2.0
Total Course Units: 2.0
Total Lecture Hours: 32.0
Total Faculty Contract Hours: 32.0

Prerequisite: Placement is based on a composite of test scores and academic background demonstrating eligibility for ESL 133 or satisfactory completion of ESL 118.

Recommended Preparation: Concurrent enrollment in an appropriate ESL listening and speaking, grammar and writing, and/or reading and vocabulary course.

II.   Course Entry Expectations

Skill Level Ranges: Reading 3; Writing 3; Listening/Speaking 3; Math 1.

Prior to enrolling in the course, the student should be able to:
1.   read and comprehend passages written at the ESL 123 level;
2.   write sentences and compositions at the low-intermediate ESL level;
3.   identify the relationship between correct spelling and pronunciation and apply basic spelling rules to new words.

III.   Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:
1. identify the relationship between morphology (word roots, prefixes and suffixes) and correct spelling;
2. correctly spell 1000 of the most commonly used words in English;
3. apply phonological and morphological spelling rules to new words and identify the most common exceptions.

IV. **Course Content**

    A. Review of Phonologically-Based Spelling
        1. Vowel Spellings
        2. Consonant Spellings

    B.   Homonyms and Homophones
        1. Review of common homonyms and homophones (vowel-based)
        2. Less common homonyms and homophones and consonant-based homonyms

    C. Grammar-Based Spellings
        1. Spelling of irregular past tense and past participle of less common verbs
        2. Irregular noun plural forms of less common nouns

    D.   Morphologically-Based Spellings
        1.

    D. Dictionary Usage
        1. Identification of typical contents (sections) of English dictionaries
        2. Identification of elements of dictionary entries

    E.   Spelling of Academic and Study-Skill Vocabulary
        1. Vocabulary related to application, registration, enrollment, and matriculation in institutions of higher education
        2. Vocabulary of learning English as a Second Language (pertaining to rhetoric, grammar, reading, vocabulary/lexicon, listening, and speaking/pronunciation)

    F.   List of the most common words in English
        1. Review of spelling of the first 500 words
        2. Spelling of the second 500 words

V. **Methods of Presentation**

The following instructional methodologies may be used in the course:
1.   lecture and discussion;
2.   audio tapes, dictation;
3.   demonstration of articulation.

VI.   Assignments and Methods of Evaluation

1. Students are given weekly quizzes to evaluate their progress in the course.
2. Written midterm and final examinations are given to evaluate students' retention of lecture and textbook material.
3. Students are expected to attend and participate in all class lectures and demonstrations as well as complete student laboratory hours. Oral participation in class and homework assignments are graded.

VII.   Textbooks

(Required: All texts)

Dingle, Kate and Lebeder, Jennifer Recio, Vocabulary Power 2: Practicing Essential Words, 2008, Pearson Longman, ISBN 013-222150-0

Ripp, Eleanor (ed.), Mastering Spelling Level B, 3rd Grade Textbook Reading Level, Simon Sch., ISBN 0-8359-4866-8, Teacher's Resource Manual ISBN 0-835-94876-5

Longman, Dictionary of American English w/CD & Thesaurus, 2004, ISBN 013-244-9773

Fuchs, Longman Dictionary of American English Workbook, 2004, Longman, ISBN 013-182425-2

Supplemental Academic Vocabulary List, 2002 (Supplied by the Credit ESL Office)

VIII.   **Student Learning Outcomes**

1. Students should be able to identify the relationship between morphology (word roots, prefixes and suffixes) and correct spelling.

2. Students should be able to spell 1000 of the most commonly used words in English with at least 70% accuracy.

3. Students should be able to apply phonological and morphological spelling rules to new words and identify the most common exceptions