

ESL A047N: ESL SUPPORT FOR FRESHMAN COMPOSITION: SPELLING TECHNIQUES NONCREDIT

Item	Value
Curriculum Committee Approval Date	12/06/2023
Top Code	493086 - English as a Second Language - Speaking/Listening
Units	0 Total Units
Hours	36 Total Hours (Lecture Hours 36)
Total Outside of Class Hours	0
Course Credit Status	Noncredit: Support Course (U)
Material Fee	No
Basic Skills	Basic Skills (B)
Repeatable	Yes; Repeat Limit 99
Open Entry/Open Exit	Yes
Grading Policy	P/NP/SP Non-Credit (D)

Course Description

This course will help students to learn basic spelling patterns of English by focusing on short and long vowels, consonants, consonant blends, prefixes, suffixes, homonyms, and homophones. Students will practice and memorize some of the more common words in English in addition to discussing and identifying some common mistakes that English language learners make in spelling. By learning the sounds of English, students will also improve pronunciation. Noncredit. ADVISORY: Concurrent enrollment in ENGL C1000; This supplemental class is geared for second language students who are enrolled in ENGL C1000 and other college level courses and need supplemental help in spelling. NOT DEGREE APPLICABLE. Not Transferable.

Course Level Student Learning Outcome(s)

1. Demonstrate knowledge of affixes by using a variety of words using prefixes and suffixes in sentences and paragraphs.
2. Demonstrate knowledge of the spelling rules in American English by correctly spelling problematic words that have silent consonants and vowels and words that are part of pronouns and other homophones that sound similar but have distinct spelling.

Course Objectives

- 1. review, identify, and self-correct typical second language spelling errors.
- 2. identify and produce original, correctly spelled work based on the sound system and regular phonics rules/patterns of English.
- 3. identify and produce original, correctly spelled work that includes common prefixes and suffixes.
- 4. identify and produce original, correctly spelled work that distinguishes between various homonyms and homophones.

Lecture Content

I. Spelling Conventions in American English A. The International Phonetic Alphabet (IPA) and its relation to the patterns of American English 1. Initial, medial, and final positions of vowels 2. Initial, medial, and final positions of consonants 3. Consonant clusters 4. Spelling rules B. Silent consonants (e.g., /b/ and /g/) and silent vowels (e.g., final e) C. Spelling rules related to syllables and morphemes II. Usage Errors A. Capitalization B. Pronouns (e.g., he s/his and it s/its) family: courier new, courier, monospace; font-size: x-small; C. Homonyms and homophones III. Affixes in familiar and new vocabulary A. Prefixes B. Suffixes C. Other word roots

Method(s) of Instruction

- Enhanced NC Lect (NC1)
- Online Enhanced NC Lect (NC5)
- Live Online Enhanced NC Lect (NC9)

Reading Assignments

Students will spend a minimum of one hour per week on reading assignments: 1. Reading and identifying spelling patterns and new vocabulary from various unsimplified readings found in weekly news magazines such as Time and Newsweek, newspapers such as The LA Times, and textbook assignments. 2. Reading passages from textbooks and additional articles aloud in order to demonstrate the pronunciation of various spelling patterns.

Writing Assignments

Students will spend a minimum of one hour per week on writing assignments. 1. Integrating studied patterns into personal writing assignments. 2. Editing original writing for spelling errors.

Out-of-class Assignments

Students will spend a minimum of four hours per week on out-of-class assignments. 1. Reading assignments (see above), approximately one hour per week. 2. Writing assignments (see below), such as spelling repetition to achieve mastery of patterns, approximately one hour per week. 3. Spelling textbook assignments, approximately two hours per week.

Demonstration of Critical Thinking

Students will analyze a wide variety of complex spelling variations, recognizing and identifying patterns in written texts.

Required Writing, Problem Solving, Skills Demonstration

Students will apply knowledge of spelling patterns as they effectively edit their own written work and apply spelling technologies.

Eligible Disciplines

ESL: Master's degree in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis OR bachelor's degree in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND master's degree in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language OR the equivalent. Master's degree required.

Textbooks Resources

1. Required Giannotti, Janet. Spelling Counts: Sounds and Patterns for English Language Learners, ed. University of Michigan Press, 2009
Rationale: The information in this textbook is not time sensitive.

Other Resources

1. O.E.R. Materials Writing for Success - University of Minnesota Libraries Publishing <https://open.lib.umn.edu/writingforsuccess/front-matter/publisher-information/> Chapter 4- spelling <https://open.lib.umn.edu/writingforsuccess/chapter/4-2-spelling/> 2. Galileo- Open Learning Materials: College ESL Writers: Applied Grammar (Barbara Hall, 2018) <https://oer.galileo.usg.edu/cgi/viewcontent.cgi?article=1014context=english-textbooks> Chapter 6: Working with words> <https://oer.galileo.usg.edu/cgi/viewcontent.cgi?article=1014context=english-textbooks>