Administrative Unit: Humanities Department
Course Prefix and Number: ESOL 100
Course Title: Academic English I

Digital Descriptions:

<table>
<thead>
<tr>
<th>STUDENT DESCRIPTION</th>
<th>PAY-HOUR DESCRIPTION</th>
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<tr>
<td># Cr Hrs — # Lec Hrs — # Lab Hrs</td>
<td>Total # = Lec Hrs + Lab Hrs</td>
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<td>3 — 6 — 0</td>
<td>3 = 6 + 0 X %3</td>
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Catalog Description: Content-based language instruction for intermediate students of English as a second language. Prerequisite: Placement.

Prerequisites/Corequisites: Placement.

Text: A content-based ESOL text, preferably one flexible enough to be used for reading, writing, listening, note-taking and discussion activities (e.g. Pamela Hartmann and Laurie Blass, *Quest: Reading and Writing in the Academic World*).

Course Objectives: The student will:
1. read and comprehend simplified academic texts;
2. utilize specialized academic vocabulary to explain concepts in content areas such as business, nutrition, animal behavior, psychology, and American history;
3. utilize and respond to the operational vocabulary of the academic classroom;
4. listen to lectures and take notes;
5. participate in class discussions;
6. develop test-taking skills; and
7. reinforce the linguistic skills that constitute the core of the intermediate level of ESOL course work.

Topical Outline: The content areas studies will vary according to the teacher’s preferences and the needs of the class. Following is an illustration of the range all of the content selections should represent:
1. career planning
2. the free enterprise system
3. animal behavior
4. nutrition
5. U.S. history, from settlement to independence
6. a changing nation, 1850 to 1900
Recommended maximum class size for this course: 15

Prepared by: Lizbeth Metscher

Date: March 27, 2003

NOTE: The intention of this master course syllabus is to provide a general outline of the contents of this course, as specified by the faculty of Columbia College, regardless of who teaches the course, when it is taught, or where it is taught. This generic outline is not intended to restrict the way any individual faculty member teaches the course. The master syllabus, therefore, should be general enough to allow for a diversity of individual approaches to teaching the course, while at the same time it provides guidance on what the course should cover.