I. Title of Development: Intensive English as a Second Language

II. Course Description: This will be an intensive English as a Second Language course encompassing three levels.

III. Department: Communications

IV. Sponsor: Joyce Wood and JoAnn Bouson, Communications Dept.

V. Essence

A. Course: Undergraduate

B. Semester credit hours: Nine (9)

C. Course level: Freshman and/or Sophomore (Undergraduate)

D. Prerequisites: None

E. Position of the course: This course will be required for non-native English speakers in order to gain near-native proficiency in English and be mainstreamed into the normal college program. It is an alternative to the current English as a Second Language courses for the purpose of accelerating English language acquisition. This course is not part of the Bilingual Certification Program. The credits earned from this course cannot be applied toward either Bilingual or English as a Second Language certification. Credits earned from this course count as "free electives." No more than 9 credits for the acquisition of English as a Second Language will count toward graduation.

F. Suggested time and scale of implementation: Fall Semester 1979.

VI. Other Details

A. Present staff, resources and additional needs: Current staff teaching the existing English as a Second Language courses are qualified to teach this course.

B. Library facilities: Library facilities and materials located at the Camden Urban Center are sufficient for the scope of this course.

C. Space needs: There is adequate room at the Camden Urban Center.
VII. Catalogue Description

Intensive English as a Second Language is designed for non-native English speakers in order to accelerate the process of acquiring near-native proficiency of English in the four language areas of listening, speaking, reading, and writing. Information pertinent to American culture will also be stressed.
Syllabus for E.S.L. II

16 weeks per semester

Week 1

Orientation
Present and past continuous tenses
Pronunciation (iy) beat - (i) bit
Guided compositions - singular to plural
Listening comprehension practice

Week 2

Simple present tense vs. present continuous tense
Selections from reader

Week 3

Pronunciation (i) bit - (ey) bait
Simple present, simple past, past continuous tenses;
modal "do", adverbs - ever, often, always, sometimes,
never, hardly ever
Guided compositions - singular to plural
Reading selection

Week 4

Prepositions at, by on; tenses - simple present, present
continuous, past continuous, present perfect, imperative
forms
Pronunciation (i) bit - (ae) bat
Listening comprehension practice
Selection from reader

Week 5

Tenses - simple present, present continuous, past continuous;
modal auxiliaries "have" and "can"
Pronunciation (ey) bait - (a) bat
Guided compositions - singular to plural
Selection from reader

Week 6

Pronunciation (ey) bait - (ae) bat
Listening comprehension
Adverb "where"; irregular verbs
Selections from reader

Week 7

Possessives; object pronouns; short answers; past continuous tense; simple past tense
Guided compositions - singular to plural
Pronunciation (ey) bait - (ow) boat

Week 8
Irregular verbs; relative pronoun "who"
Selections from reader
Guided composition - plural to singular

Week 9
Mid-term examination
Present perfect tense; irregular verbs; comparatives
Reading selection

Week 10
Pronunciation (e) bet - (ae) bat
Listening comprehension practice
Pronouns- subject, object, possessive, reflexive; irregular verbs
Guided compositions - plural to singular

Week 11
Listening comprehension practice
Adjectives - more, some, any; pronouns - anybody, somebody, anything, something; irregular verbs
Selection from reader
Guided compositions - plural to singular; present to past

Week 12
Pronunciation (ae) cat - (a) cot
Irregular verbs; pronouns - somebody, nobody, something, nothing; adjectives - any, some, none; present perfect tense and present perfect continuous tense
Reading selection
Guided compositions - present to past tense

Week 13
Listening comprehension practice
Reflexive pronouns; for - since; yet - already; present perfect tense
Reading selection
Guided composition - present to past tense
E.S.L. III Course Syllabus

WEEK Material to be covered

1. Introduction to course, diagnostic exercises

2. Dictation, verb exercises, reading comprehension, controlled composition, etc.

3. "The Million Pound Note"
   --Simple Past Tense (form and uses)

4. "The Best Policy"
   "What's a Little Pollution"
   Past Progressive Tense (form, uses and compare to simple past)

5. "The Cold Computers"
   Present Perfect Tense and Present Perfect Continuous Tense
   (forms and uses)
   1st composition due

6. "Is There a Computer in Your Future?" (magazine article)
   1st test

7. "The Present"
   Past Perfect Tense and Past Perfect Continuous Tense (forms and uses)

8. "Martin Luther King, Jr., A Man of Peace"
   Prepositions of time and place

9. "A Walk to the Hills"
   2nd composition due

10. 2nd test

11. "Murders in the Rue Morgue" Chapters 1-3
    Conjunctions of time and cause to introduce dependent clauses

12. "Murders in the Rue Morgue" Chapters 4-5
    Conjunctions of condition, contrast and purpose to introduce dependent clauses (Thanksgiving vacation)

13. "Murders in the Rue Morgue" Chapter 6
    Review conjunctions
    3rd composition due
    3rd test

    Direct and indirect speech

15. "The Gold Bug" Chapters 5-7
    Comparative and superlative forms of adjectives

16. General Review
    4th composition due
    4th test (Final Exam)
Textbooks:

*New Horizons in English - Book 6*

*Murders in the Rue Morgue and The Gold Bug* - Edgar Allen Poe

*Linda Sheedy*
April 11, 1979

Ms. JoAnn Bouson
Glassboro State College
Urban Center
Commerce Building, 8th Floor
Broadway & Federal Streets
Camden, NJ 08101

Dear JoAnn:

I have read your course proposal for Intensive English as a Second Language and am confident that this course would enhance your present English as a Second Language course offerings. The attached curriculum is comprehensive and if offered in an intensive course should prove most beneficial to our English as a Second Language students.

I share in your concern that E.S.L. students be able to be mainstreamed into normal college programs as efficiently as possible and in your hopefulness that this course be approved in an effort to make such mainstreaming feasible.

Sincerely,

Lynn Klem, Assistant Director
Adult Education Resource Center
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