

**Draft of Student Learning Goals - The ESL Program**  
*Fall 2001*

The mission of Capital's non-intensive English as a Second Language Program is to increase the English language skills of non-native English speakers to levels necessary for academic achievement in diploma and certificate programs.

| <b>Goals, objectives, and outcomes</b><br>Upon successful completion of the 4-level ESL course sequence, the student will:   | <b>Courses addressing program objectives</b> |
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| 1. Display academic values and readiness for content-area courses in an American post secondary system. <ul style="list-style-type: none"> <li>1.1 Take responsibility for his/her own learning.               <ul style="list-style-type: none"> <li>a. Attend regularly and on time.</li> <li>b. Know, complete and stay current with all assignments.</li> <li>c. Submit his/her own work.</li> <li>d. Display respect for others in class.</li> </ul> </li> <li>1.2 Employ college resources to navigate the academic environment.               <ul style="list-style-type: none"> <li>a. Use available academic and counseling support services.</li> <li>b. Demonstrate competence with language lab and library resources.</li> <li>c. Find necessary information in catalogues, handbooks and other print materials.</li> </ul> </li> </ul> |  |
| 2. Demonstrate basic competence with information technology <ul style="list-style-type: none"> <li>2.1 Submit all written assignments using a word processor.               <ul style="list-style-type: none"> <li>a. Demonstrate familiarity with keyboard.</li> <li>b. Use drafting and revision tools.</li> <li>c. Format papers appropriately.</li> </ul> </li> <li>2.2 Use online resources effectively.               <ul style="list-style-type: none"> <li>a. Search Internet sites critically.</li> <li>b. Use library databases for research.</li> </ul> </li> </ul>   |  |
| 3. Demonstrate ability to comprehend and interpret spoken and written text. <ul style="list-style-type: none"> <li>3.1 Demonstrate awareness of both explicit and implied meaning in extended spoken discourse.               <ul style="list-style-type: none"> <li>a. Take effective notes.</li> <li>b. Follow directions.</li> <li>c. Formulate and pursue questions appropriately.</li> </ul> </li> <li>3.2 Read with comprehension of both content and organization.               <ul style="list-style-type: none"> <li>a. Identify main ideas and supporting details.</li> <li>b. Form appropriate inferences.</li> <li>c. Apply knowledge of material from reading.</li> </ul> </li> </ul>  |  |

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| <p>4. Use key language structures to interact effectively in interpersonal and academic situations.</p> <p>4.1 Speak with sufficient accuracy and fluency to report information and express and develop opinions.</p> <ul style="list-style-type: none"> <li>a. Form and support hypotheses.</li> <li>b. Summarize and explore information.</li> <li>c. Employ comprehensive communicative strategies to compensate for remaining deficits in language proficiency.</li> </ul> <p>4.2 Write about a variety of topics with clarity and detail.</p> <ul style="list-style-type: none"> <li>a. Organize and develop written texts in paragraph and essay form.</li> <li>c. Employ vocabulary appropriate for subjective and objective writing projects.</li> <li>c. Utilize standard written English grammar and mechanics sufficient to participate and succeed in content-area courses.</li> </ul> |  |
| <p>5. Develop an awareness of and appreciation for cross-cultural differences.</p> <p>5.1 Display respect for cultures of fellow students</p> <ul style="list-style-type: none"> <li>a. Cooperate in group work</li> <li>b. Participate in classroom dialogue</li> </ul> <p>5.2 Demonstrate awareness of American culture.</p> <ul style="list-style-type: none"> <li>a. Recognize and employ elements of non-verbal communication appropriate to a variety of situations.</li> <li>b. Raise and respond to questions about current events and perceived cultural differences.</li> </ul>  |  |