_____ SOUTH SEATTLE COMMUNITY COLLEGE _____

General Education

COURSE OUTLINE

Revision: (Barbara Silas, Don Bissonnette, Kris Lysaker) July 6, 2009

DEPARTMENT: Basic and Transitional Studies

CURRICULUM: English as a Second Language

COURSE TITLE: English for Science

COURSE NUMBER: ESL 049

TYPE OF COURSE: Non-credit English as a Second Language

COURSE LENGTH: One Quarter

CREDIT HOURS: Variable 1 to 12

LECTURE HOURS: Variable 10 to 120

LAB HOURS: 0

CLASS SIZE: 25

PREREQUISITES: ESL 042 or CASAS placement in ESL 4B/5A

COURSE DESCRIPTION:

This course introduces the student to learning strategies, academic skills, and critical thinking skills necessary to succeed in college science courses. This course will develop these skills in the context of basic vocabulary and concepts for life science, earth science, and physical science.

ESL 049, English for Science (July 2009)

STUDENT LEARNING OUTCOMES ADDRESSED:

1. Communication – Read and listen actively to learn and communicate. Speak and write effectively for personal, academic and career purposes.
2. Human Relations – Use social interactive skills to work in group effectively. Recognize the diversity of cultural influences and values.
3. Computation - Use arithmetic and other basic mathematical operations as required by program of study. Apply quantitative skills for personal, academic, and career purposes
4. Critical Thinking and Problem Solving – Think critically in evaluating information, solving problems, and making decisions.
5. Personal Responsibility – Be motivated and able to continue learning and adapt to change. Value one's own skills, abilities, ideas, and art. Take pride in one's work.
6. Information Literacy – Access and evaluate information from a variety of sources and contexts, including technology.

GENERAL COURSE OBJECTIVES:

At the end of the course, students will be able to:

1. read and annotate textbooks;
2. understand textbook organization;
3. understand and analyze lectures;
4. take organized, accurate notes from lectures and textbooks;
5. understand teacher expectations;
6. use learning strategies to retain relevant vocabulary and concepts;
7. use collaborative learning skills;
8. gain confidence in presenting;
9. think critically about learning;
10. effectively study in groups;
11. demonstrate ability in writing paragraphs;
12. use scientific and academic vocabulary with some facility.

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TOPICAL OUTINES:

1. General Introduction: Science Basics
    a. Learning Styles
    b. Data analysis, graphs, charts, diagrams
    c. Classifying information
    d. Annotating textbooks
2. Life Science
    a. Paragraphs
    b. Taking notes from lecture and textbooks
    c. Testing skills
    d. Scientific vocabulary analysis (roots, suffixes, prefixes)
3. Earth Science
    a. Time management
    b. Graphic organizers
    c. Editing/revising
    d. Giving presentations
4. Physical Science
    a. Skimming
    b. Scanning
    c. Making inferences

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