SANTA ANA COLLEGE   COURSE OUTLINE
DISCIPLINE, NUMBER, TITLE:<u>English 206, Introduction to Language Structure and Use</u>
(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the
complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

Discipline	English
Course Number	206
Course Title	Introduction to Language Structure and Use
Former Title	
Units	3
Lecture Hours	48
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	None

COURSE IDENTIFICATION NUMBER(S) (C-ID)

PREREQUISITE(S)

Prerequisite

English 101 or 101H.

CATALOG DESCRIPTION

Introduction to the nature and structure of human language, first and second language acquisition, development of literacy, and language use. Comparisons of languages in the local area will be explored.

Budget Unit	
Classification Code	Y
Transfer Code	B-Transferable to CSU only
Method of Instruction	10
SAM Priority Code	E - Non-Occupational
Repeatability	NR - Non-Repeatable: D, F, NC, W
TOPS Code	150100 - English (Writing)
Topics Course	No
Open Entry/Exit	No
Grading Options	

Curriculum Office Use Only.

Department Chair Approval Date:
Divison Chair Approval Date:
Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT
(Include major topics of the course, time required, and what the student is expected to learn.)

All segments require reading and understanding of specialized vocabulary, essay writing and other written exercises. Critical thinking skills and the ability to apply college level concepts, vocabulary and learning skills is also required in every segment.

I. Language and Linguistics (18 hours)
A. Students will identify and demonstrate understanding of fundamental components of human language, including phonology, morphology, syntax, and semantics as well as the role of pragmatics in using language to communicate.
B. Students will reflect on both the potential for differences among languages and the universality of linguistic structure.
C. Students will demonstrate the difference between phonemic awareness and phonics.
D. Students will apply sound-symbol and symbol-sound relationships in English and some other languages.
E. Students will identify parts of speech in English and understand the concept of word classes with relation to other languages.
F. Students will understand sentence types.

II. Language Development and Acquisition (12 hours)
A. Students will apply knowledge of both development of a first language and the acquisition of subsequent ones.
B. Students will describe the observable milestones in each domain, and identify the major theories that attempt to explain the processes of development and acquisition.
C. Students will describe the range of issues related to the interaction of first language and other languages.
D. Students will recognize special features which may identify language development as exceptional.

III. Literacy (16 hours)
A. Students will recognize and use the major descriptions of developing literacy.
B. Students will identify the progressive development of phonemic awareness, decoding, comprehension, word recognition and spelling in both English speakers and English learners.

COURSE MATERIALS
Required texts and/or materials.(Include price and date of publication.)

Recommended readings and/or materials:

Kirzner & Mandell. The Concise Wadsworth Handbook. Mason, OH: Thomson 2006.

Other:

None

WHAT STUDENT LEARNING OUTCOMES DOES THIS COURSE ADDRESS? WHAT ACTIVITIES ARE EMPLOYED?
(USE A SCALE OF 1-5 TO SHOW EMPHASIS OF THE LEARNING OUTCOMES WITHIN THE CONTEXT OF THIS)

STUDENT LEARNING OUTCOMES

List subcategories and activities as needed for Category

Communication Skills

> 1. -

The student will:
1. Improve skill in paying attention during lectures;
2. Improve skill in taking notes when listening to others present information;
3. Participate effectively in small groups;
4. Present information orally after small group activities;

5. Give a clearly organized oral presentation of research in the form of a lesson;
6. Write essays with proper organization, command of concepts and controlled mechanics as well as proper documentation style;
7. Write clear peer and self evaluations.

Thinking and Reasoning

1. -

The student will:
1. Comprehend concepts and first recognize, then apply terminology of this discipline to develop the ability to apply principles and generalizations already learned to a classroom environment;
2. Develop questions for research;
3. Synthesize and integrate information and ideas to formulate a lesson;
4. Draw reasonable inferences from observations;
5. Think holistically and see the whole as well as the parts;
6. Work creatively in small groups and individually on presentation format of information for the purpose of teaching the information to a group;
7. Develop the ability to do a contrastive analysis between English and other languages for the purpose of predicting linguistic problems of speakers of other languages and utilizing strategies to solve linguistic challenges;
8. Analyze one's own work as well as the work of others.

Information Management

1. -

The student will:
1. Use materials and/or technology central to this subject as well as the profession of teaching;
2. Evaluate information gleaned on the Internet proper to utilizing it for small projects and the research paper/presentation;
3. Learn to appreciate the ongoing important contributions to this subject and the field of teaching;
4. Develop a sincere commitment to honesty in the presentation of written or oral information, i.e., citing the work of others in proper documentation style (MLA).

Diversity

1. -

The student will:
1. Develop an informed appreciation of other languages and cultures;
2. Neutralize biases which might be present regarding dialects;
3. Understand the NVC variations among various cultures;
4. Understand the importance of descriptive analysis rather that prescriptive analysis;
5. Understand the learning styles of different cultures;
6. Develop a communication style that will be inclusive of the parents of the diverse student body s/he will be in contact with.

Civic Responsibility

1. -

The student will:
1. Develop the capacity to make informed ethical choices with regard to professional application of the material of the discipline;
2. Understand the necessity for ongoing staff development and keeping current within the field of teaching.

Life Skills

Careers

1. -

The student will:
1. Recognize the importance of this field of study within the professional spectrum of teaching;
2. Understand the application of this field to teaching at various levels;
3. Apply the knowledge gleaned to developing lessons for students of various ages and language groups.

WHAT METHODS WILL BE EMPLOYED TO HELP STUDENTS LEARN?
Class Discussions
Electronic Delivery
Group Study & Exercises
Handouts
Lecture
Reading Assignments
Visual Aids
Writing Projects & Reports

Other (Specify):

1. Lecture
2. Class discussion
3. Small group activities
4. Student-instructor conferences
5. Media presentations
6. Supplemental use of Internet
7. Writing exercise (phonology and morphology exercises and essay writing)
8. Group presentations
9. Quizzes and exams
10. Research work
11. Portfolios

WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?
List activities and hours for each. (Must include reading and writing activities.)
A. Outside reading of textbook and articles -- 36 hours
B. Library/research assignments -- 10 hours
C. Short exercises: phonology and morphology -- 14 hours
D. Writing: essays, portfolio, research paper -- 36 hours
Total -- 96 hours

STANDARDS OF ACHIEVEMENT
List graded activities.
1. Exercises (phonology and morphology "puzzles")
2. Three essays (250-500 words each using MLA format)
3. Oral presentation of outside reading
4. Research project/lesson with demonstration using a minimum of five sources documented in MLA format
5. Journal

6. Quizzes on vocabulary and other concepts
7. Written final exam
8. Participation in discussions

How will student learning be assessed? (Multiple measures must be used.)

Grades will be based on a percentage of total points of similar criteria (fixed point spread):
 A = 90 - 100%
 B = 80 - 89%
 C = 70 - 79%
 D = 60 - 69%
 F = below 60%

Essays will be graded as follows:
An "A" paper demonstrates clarity and usage of concepts; a clear and coherent organizational pattern; and correct grammar and mechanics, including documentational style.

A "B" paper demonstrates comprehension of concepts and terminology but may have some organizational or mechanical problems. The reader is still able to discern that the student understands the concepts, however.

A "C" paper demonstrates understanding of all the concepts, but there is possible misuse of the application of terminology. Mechanical or organizational problems may impede some of the clarity of ideas.

A "D" paper lacks organization and/or grammatical control to the degree that it obscures the ideas. It may also lack understanding of key concepts and application of terminology.

(Instructor will specify the weighting of exams and other graded activities on the course overview.)

Formative and summative assessment will be used to show what the student learned, to what degree the student learned and what the student did not learn.

Formative Assessment:
Portfolio of writings with instructor and self-assessment according to clear criteria. Students will update goals for improvement with each assessment. The portfolio will also include pieces of the research project as it is completed. Each piece will be assessed by the instructor narratively. A grade will be given at the end.
Grades on rewrites with scoring rubrics.
CAT (Classroom Assessment Techniques) for quick assessment to see what the student did not understand.
Quizzes and tests.
Small group problem solving exercises.

Summative Assessment:
In-class writing (after each major unit).
Graded research project with oral presentation with clearly defined criteria.
Final grade for the course with weighting of each graded piece clearly specified in the course overview.
All of the above are direct methods. The instructor may use indirect methods, which would be useful for department data survey at the beginning of the semester and one at the end to compare students' perceptions. This can be compared to the final grade, and some personal information with a correlation study or even a multiple regression study done by the Research Department.

Supplemental Forms

Requisite Apprival Form

Type of Requisite
Content Review

Technologically Mediated Instruction (TMI)

TMI Checklist
Supplemental Comments:

Honors

Additional and advanced components that will be covered in this honors
Additional measurable instructional objectives that the honors student will be expected to accomplish.
Additional reading, writing, and special projects in this honors course will require students to:
Augmented critical thinking skills the honors student will develop.

Non-Credit Course Self-Assessment

Date Approved by System Office	
Last Reviewed by C&IC	
Instructor met min qualifications	No
Instructor provided immediate supervision/control	No
Students do not exceed allowable class hours	No
Instructor monitors computer lab/library usage	No
Student initiates course enrollment	No
Students informed when enrolled	No
All other noncredit requirements satisfied	No

Based on the self-assessment conducted for this non-credit course, I hereby certify that the noncredit course listed above:
does not continue to meet eligibility requirements for noncredit apportionment
Supplemental Comments

New Course Proposal Form

Course Title	ENGL 206 - Introduction to Language Structure and Use
Course part of new major	No
Intended for Transfer	No
Part of Associate Degree	No
Part of Certificate Program	No
Vocational	No
Advisory Committee Involved?	No
Special Room/Space Requirements	No
Additional/Specialized Staffing	No
Special Equipment	No
Library Consulted	No
Additional library resources required	No
Consumable supplies required	No
Special Funding Available?	No
Supplemental Comments	