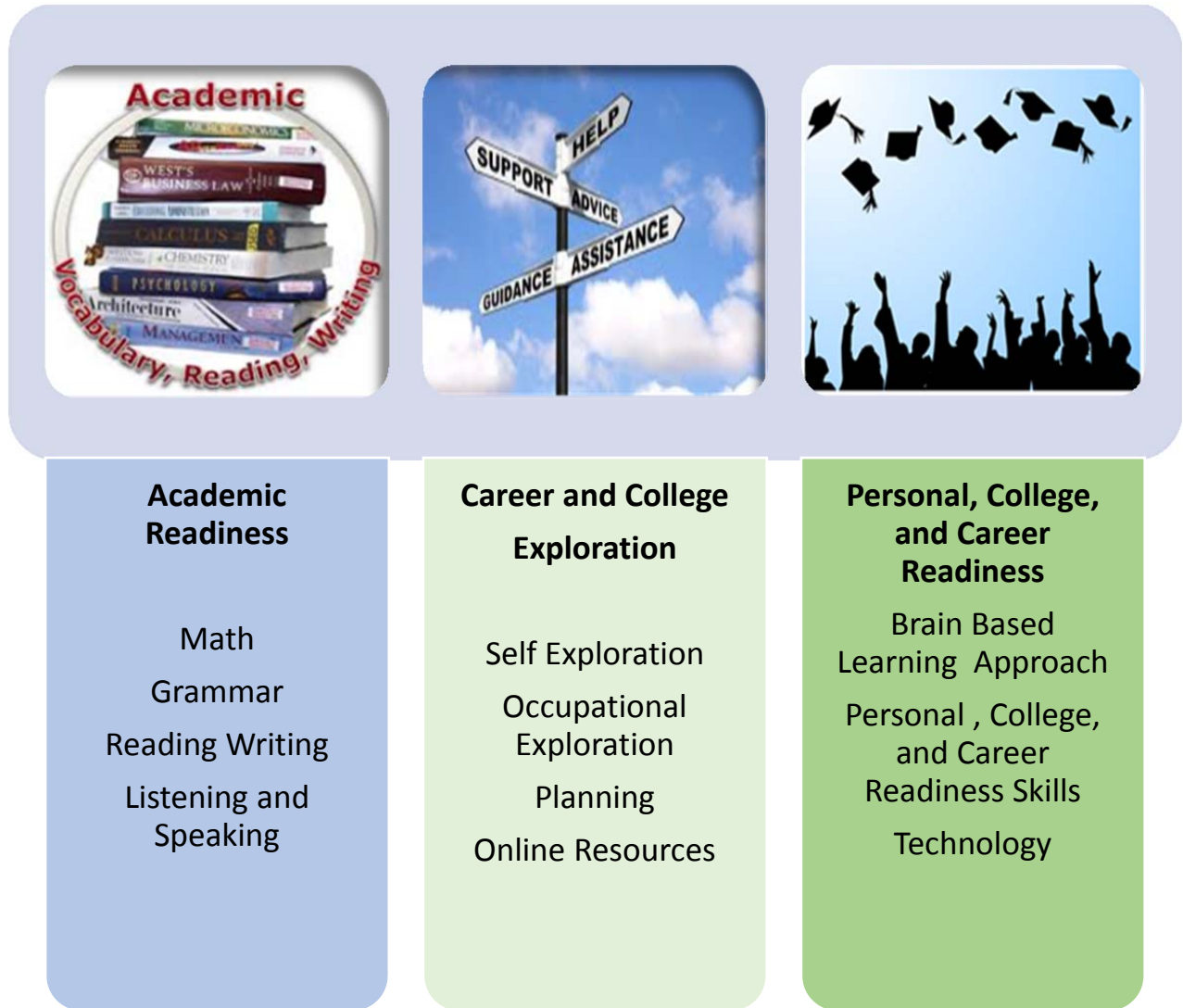


# ESL Bridge



**Far West Adult Education Consortium**

**and**

**El Paso Community College**

# ESL Bridge Program - 277 hours of instruction

Monday/ Wednesday/ Friday  
 Center for College Access and Development  
 (A department within the division of workforce  
 development and continuing education at EPCC)

Math Readiness  
 Career and College  
 Exploration  
 Skills for College  
 Success  
 Grammar and  
 Language Mechanics

- 12 hours per week
- 8:30 am - 12:30 am
- 4 hours per day
- EPCC – CCAD Bldg B
- 184 hours total

Grammar and  
 Language Mechanics  
 Skills for College  
 Success  
 College and Career  
 Exploration

- 2 hours per day
- 92 hours instruction total
- Instructor Marta Edwards

Math Readiness  
 Basic Math and  
 Beginning Algebra

- 2 hours per day
- 92 hours instruction total
- Instructor Norma Minjares

Tuesday/ Thursday  
 EPCC ESL Department

Academic  
 Readiness  
 College and  
 Career  
 Readiness

- 6 hours per week
- 8:30 am - 11:30 am
- 3 hours per day
- Valle Verde Campus, A 2314
- 93 hours total

Reading and  
 Listening & Speaking  
 Content to include  
 College and Career  
 Readiness

- 1 hr 20 min per day
- 46.5 hours instruction total
- Instructor Rose Galindo

Writing and Listening  
 & Speaking  
 Content to include  
 College and Career  
 Readiness

- 1 hr 20 min per day
- 46.5 hours instruction total
- Instructor Dr. Myshie Pagel

Design by Liz Moya

## El Paso Community College Course Outline

Course Title:	ESL Bridge Course
Course Hours:	277

### I. Course Description

This course offers adults a safe and stimulating environment to learn, practice, and improve the skills and knowledge needed to successfully transition to college courses and attain academic and career goals. The course focuses on three areas: 1) Academic Readiness, 2) Career and College Exploration, and 3) Personal, College and Career Readiness Skills.

- Academic Readiness: Math, Reading and Writing, Grammar, Speaking, Listening, and Vocabulary skills
- Career and College Exploration: self-exploration, occupational exploration, training/ education exploration, individual pathway, final project
- Personal, College and Career Readiness Skills: support systems, health economic issues, self-efficacy

### II. Course Objectives

Specific objectives have been created to guide the curriculum development for each readiness area.

#### A. Academic Readiness

##### Math

- Apply the four operations to whole numbers, integers, decimals, fractions; understand and use order of operations agreement
- Understand and use the concepts and vocabulary of prime numbers, factors (divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple, prime factorization
- Understand and solve basic proportion and percent problems
- Use and interpret algebraic notation to evaluate and translate expressions
- Solve operations with polynomials; understand and use the rules of exponents
- Solve linear equations and inequalities
- Plot and interpret graphs of linear equations, and find slope of a line

##### Reading

- Identify main idea and supporting details from a reading.
- Use strategies to identify meaning of unknown words.
- Use graphic organizers to analyze a reading.

- Annotate texts.

### Writing

- Use topic sentences and supporting details to develop an idea in writing.
- Use vocabulary appropriate to student's level of understanding in writing.
- Use graphic organizers as pre-writing strategy
- Use annotations for peer review.

### Listening and Speaking

- Participate in discussions
- Learn to take notes on presentations
- Present ideas in an oral format
- Conduct interviews with follow up questions

### Grammar

- Subject-Verb Agreement (present, past, future, progressive and present perfect)
- Verb tense
- Mechanics (spelling, punctuation, capitalization)
- Sentence structure
- Maintain vocabulary and spelling Log
- Online grammar skills improvement

### B. Career and College Exploration

- Complete a career project to include interviews, research, and presentation of project
- Understand the college culture
- Research and understand different career pathways
- Exposure to EPCC student support services

### C. Personal, College and Career Readiness

- Brain based learning
- Coping Skills
- Time Management (goal setting, use of planner, timeline)
- Study Skills (Modified Cornell Note taking, binder organization, annotating, highlighting, homework completion)
- Technology (emails, attachments, word processing)

## III. **Materials** (Students must bring these to class.)

- Planner
- Binder
- USB drive
- Pens, pencils, highlighters

- e. Required books
- f. Happy face

#### **IV. Evaluation**

Each area would need to establish an assessment process

- Exit Interview
- Final project for Career and College Readiness
- TABE testing
- ESL Accuplacer

#### **V. Student Learning Outcomes**

Student learning outcomes guide the assessment of students' achievement in the class. The outcomes have been developed under the three readiness areas.

##### **Academic Readiness**

###### Math

1. Students understand and apply the concepts of numeracy to investigate and describe quantitative relationships and solve problems in a variety of contexts.
2. Students understand and use the language and structure of algebra to investigate, represent, and solve problems.
3. Students understand the strategies of deduction and inference to draw mathematical conclusions.

###### Grammar

4. Student demonstrates an understanding of sentence boundaries in English.
5. Student can use a variety of verb tenses within the context of writing.
6. Student uses the standard conventions of punctuation.

###### Listening and Speaking

7. While listening, student can:
  - Clearly state the purpose and main concerns of a text and make inferences from key statements
  - Compare and contrast different types of text
  - Gather, link and use information from different sources and use this for different purposes.
8. As student listens or watches, he or she can make notes and organize these to develop thinking, help retain and recall information, explore issues and create new texts, using his or her own words as appropriate.

9. Student can communicate in a clear, expressive manner when engaging with others formally or informally to include discussions, presentations, and interviews.

#### Reading

10. Before and as student reads, he or she can apply strategies such as annotating, context clues and dictionary use to help develop comprehension of a variety of texts.
11. After and as student reads, he or she can take notes and organize them to develop his or her thinking to help them retain, recall information and explore issues.
12. Student can recognize and understand the differences between literal, interpretive and applied meanings within a text.

#### Writing

13. As appropriate to student's purpose and type of text, student can structure different types of sentences with sufficient accuracy, and arrange these into paragraphs or essays.
14. Throughout the writing process, the student can review and edit his or her writing to ensure that it meets its purpose and communicates meaning clearly.
15. Student can convey information and describe events, explain processes or concepts, providing substantiating evidence, and synthesize ideas or opinions in writing.

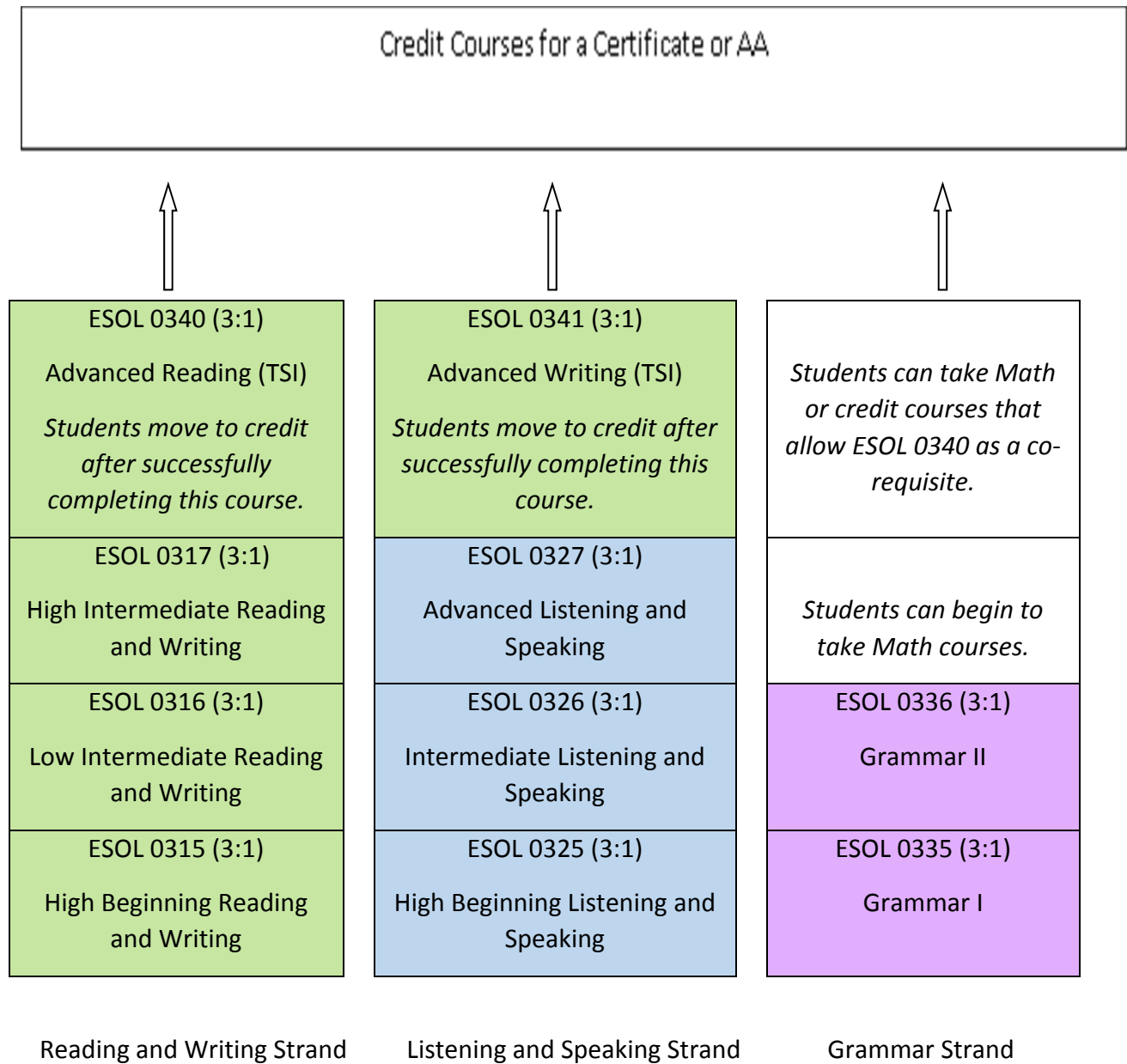
#### **Career and College Exploration**

1. Student can articulate the steps of the career planning process and how this process can facilitate the attainment of educational and career goals.
2. Student is able to select careers of interest from websites and other sources, explore careers of interest and articulate possible career choices.
3. Student is able narrow down their career choice and articulate the pathway opportunities of their chosen career.

#### **Personal, College and Career Readiness**

1. Student demonstrates the ability to set goals, and develop a process to reach goals.
2. Student can recognize barriers that impede achieving academic goals and implement strategies to overcome the barriers.
3. Student is able to use a computer to access information online and use online communication formats with proper netiquette.

# EPCC Academic ESL Course Sequence



# Week Three

## Objectives

During week 3, ESL Bridge students will

1. use prefixes, suffixes and roots to find the meaning of a word.
2. read pages 32-55 in *Five People You Meet in Heaven*
3. apply dictionary skills.
4. read the “History of Amusement Parks” (online selection)
5. annotate as they read.

## Activities

Students will:

- use the dictionary to find the meaning of unknown words in *Five People You Meet in Heaven*
- add 10 vocabulary words to their log (using notecards).
- review the format and content of the dictionary.
- pronounce unknown words in *Five People You Meet in Heaven* and “History of Amusement Parks” correctly using the pronunciation guide in the dictionary.
- write journal #2 for *Five People You Meet in Heaven*. Prompt: What lesson did Eddie learn from the Blue Man?
- write frequently use prefixes, suffixes and roots on notes cards.
- apply annotation skills as a class to *Five People You Meet in Heaven* and “History of Amusement Parks.”

## Adaptations

None

## Evaluation

Students will be quizzed on the form and content of dictionary entries



# Week Three

## Objectives

ESL Bridge students will

1. Apply the use of parts of speech at the sentence level by producing examples of different sentence patterns in English as part of a story writing activity.
2. Understand the parts of a narrative: beginning, middle, and end.
3. Participate in the writing process by peer reviewing drafts of stories and then rewriting the story.
4. Take a pre-assessment listening and speaking grammar evaluation.

## Activities

Review handout of sentences taken from *Five People You Meet in Heaven*

Mini-Lecture – Writing a story: beginning, middle, and end.

Using the sentence pattern handout and Tell Me the Story pictures, each student will create a story. Students are given the option of working in groups or by themselves. Students peer review each other's stories and then write a second draft based on comments. Peer review is conducted like an annotating activity. Students have been doing this in their Reading class.

While students are working in groups, professor continues the grammar assessment of individual students.

## Adaptations

None

## Evaluation

A listening and speaking grammar assessment will be conducted with each student to complete the pre-assessment of writing. Students are shown a picture card and then asked specific questions to enable students to demonstrate the use of copula, pronouns, possessive nouns, present tense, regular/ irregular plurals, regular/ irregular past tense, negatives, comparatives, and questions.

## **Recruitment and Processing of ESL Bridge Candidates**

Recruitment and processing of ESL Bridge Candidates is a collaborative effort between the Far West Adult Education Consortium and the Center for College Access and Development (CCAD) at El Paso Community College.

### **Far West Adult Education Consortium**

#### Recruitment

- Recruit from within Consortium
- Ongoing recruitment at registration events

#### Processing

- Complete interview process with AEL staff
- Refer students who qualify to CCAD
- TABE test students as needed

### **EPCC- CCAD**

#### Recruitment

- Flyers posted around campus and EPCC community activity website.
- Television and newspaper press releases
- CCAD Navigators hold information sessions in the Adult Learning Centers and have established onsite office hours
- Walk-ins and phone inquiries

#### Processing

- Schedule appointments for testing and intakes.
- TABE Test students without TABE
- Maintain student files and data follow up
- CCAD Navigators provide student follow up
- ESL Bridge instructors review student files and select candidates

### **EPCC (credit) ESL Department**

- Referrals from Connect Center and other departments such as the Testing Center
- ESL Bridge Program advertised when current ESL students bring a potential student on "Bring a Friend to School" day

### **Workforce Solutions Borderplex**

- Initiating referral process