NOVA COLLEGE-WIDE COURSE CONTENT SUMMARY
ESL 72 – SPELLING AND VOCABULARY (3 CR.)

VCCS Course Description

Provides individualized instruction and practice in sound-letter correspondences. Introduces students to basic spelling rules, word division, prefixes, roots and suffixes. Helps students master vocabulary through an understanding of homonyms, confusing words, and Greek and Latin roots. Stresses using words in context. Credits are not applicable toward graduation. Lecture 3 hours per week.

General Course Purpose

- To help students master the spelling rules of English, concentrating on those spellings which are difficult for non-native speakers of English, and to help students learn spelling and meaning of common prefixes, roots, and suffixes of English words. To increase academic and professional vocabulary.

Course Prerequisites and Corequisites

Prerequisite: An English placement test recommendation for ESL Level 3 or higher or successful completion of ESL 20 and ESL 24.

Course Objectives

Goal 1 - Students will learn basic sound - letter correspondences of English.

Objectives
Students will be able to:
A. distinguish among five short vowels and five long vowels, e.g. pen vs. pin, pen vs. pain, etc.
B. use the letters that represent vowel sounds correctly in words, e.g., /e/ = **ei** as in neighbor, **ay** as in pay, **aCe** as in tape, ate, etc.
C. use the letters that represent consonant sounds in words correctly, e.g., /č/ = **tch** as in pitch, **ch** as in peach, etc.
D. use appropriate vowels to spell schwa /ə/ in unstressed syllables, e.g. major → majority

Goal 2 - Students will be able to spell endings typical of grammatical classes of words (e.g., noun, verb) and recognize these endings signaling a particular class.

Objectives
Students will be able to:
A. spell and recognize endings typical of adjectives, e.g., *-ous, prosperous, -able comfortable, -ible, corruptible*
B. spell and recognize endings typical of nouns, e.g., *-ity, prosperity,-ion, explosion*
C. spell and recognize endings typical of verbs, e.g., *ify, simplify, ize, colonize*
D. spell and recognize endings typical of adverbs, e.g., *-ly, historically, -ward, backward*

Goal 3 – Students will recognize and spell consonant clusters

Objectives:
Students will be able to:
A. spell consonant clusters in initial position, e.g. *str-, struck, tw-, twice*
B. spell consonant clusters in final position, e.g. *–cks, tacks, -sk, task*

C. distinguish between consonant clusters and CVC patters, e.g. *tr, trick vs. ter, terrible*

Goal 4 - Students will recognize "silent" letters and spell words that contain them correctly

    Objectives:
Students will be able to:
  A. correctly spell words with silent vowels, e.g. *judge, cage, pear*
  B. correctly spell words with silent consonants, e.g*. knuckle, crumb, whistle*

Goal 5 – Students will make spelling changes as needed when adding grammatical endings and other suffixes.

    Objectives:
Students will be able to:
  A. double consonants where applicable when adding endings
  B. drop silent e where applicable when adding endings
  C. form plural nouns and third-person singular verbs
  D. change y to i where applicable when adding endings

Goal 6 – Students will learn the basic prefixes, roots, and suffixes of English

    Objectives:
Students will be able to:
  A. define and identify prefixes such as *dis-, multi-, tri,* etc.
  B. define and identify suffixes such as –ship, -ish, -ize, etc.
  C. approximate meanings of words based on meanings of prefixes, suffixes, and roots

Goal 7 – Students will learn the meaning in context of college entry-level lexicon

    Objectives:
Students will be able to:
  A. understand meanings in context
  B. produce synonyms and antonyms for common words
  C. use collocations and other common expressions fluently
  D. write original sentences using lexical items correctly

<u>Major Topics to be Included</u>

- reading
- vocabulary logs and practice
- listening for sounds
- rule generation and memorization
- online vocabulary programs and apps