

**ESL 720 Course Outline as of Fall 2011****CATALOG INFORMATION**

Dept and Nbr: ESL 720 Title: MULTILEVEL NONCREDIT ESL  
 Full Title: Multi-level Non-Credit English as a Second Language  
 Last Reviewed: 12/7/2006

| Units   |   | Course Hours per Week |       | Nbr of Weeks | Course Hours Total |        |
|---------|---|-----------------------|-------|--------------|--------------------|--------|
| Maximum | 0 | Lecture Scheduled     | 13.00 | 19           | Lecture Scheduled  | 247.00 |
| Minimum | 0 | Lab Scheduled         | 0     | 3            | Lab Scheduled      | 0      |
|         |   | Contact DHR           | 0     |              | Contact DHR        | 0      |
|         |   | Contact Total         | 13.00 |              | Contact Total      | 247.00 |
|         |   | Non-contact DHR       | 0     |              | Non-contact DHR    | 0      |

Total Out of Class Hours: 494.00

Total Student Learning Hours: 741.00

Title 5 Category: Non-Credit  
 Grading: Non-Credit Course  
 Repeatability: 27 - Exempt From Repeat Provisions  
 Also Listed As:  
 Formerly:

**Catalog Description:**

A multi-level (Literacy through Intermediate-High) English as a Second Language course that integrates language skills (listening, speaking, reading, writing and grammar) in thematic, content-based units designed to equip students with the skills needed to communicate in English at school, in the workplace, and in the community. Designed for non-native speakers of English.

**Prerequisites/Corequisites:****Recommended Preparation:**

ESL 701 or ESL 712 or equivalent skill of literary in the native language.

**Limits on Enrollment:****Schedule of Classes Information:**

Description: A beginning speaking, reading, listening and writing course for students with little or no previous knowledge of English as a Second Language covering survival skills necessary for the workplace and social situations. Designed for non-native speakers of English. (Non-Credit Course)

Prerequisites/Corequisites:

Recommended: ESL 701 or ESL 712 or equivalent skill of literary in the native language.

Limits on Enrollment:

Transfer Credit:

Repeatability: Exempt From Repeat Provisions

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

|                      |                      |                   |                  |
|----------------------|----------------------|-------------------|------------------|
| <b>AS Degree:</b>    | <b>Area</b>          | <b>Effective:</b> | <b>Inactive:</b> |
| <b>CSU GE:</b>       | <b>Transfer Area</b> | <b>Effective:</b> | <b>Inactive:</b> |
| <b>IGETC:</b>        | <b>Transfer Area</b> | <b>Effective:</b> | <b>Inactive:</b> |
| <b>CSU Transfer:</b> |                      | <b>Effective:</b> | <b>Inactive:</b> |
| <b>UC Transfer:</b>  |                      | <b>Effective:</b> | <b>Inactive:</b> |

**CID:**

**Certificate/Major Applicable:**

Not Certificate/Major Applicable

## **COURSE CONTENT**

### **Outcomes and Objectives:**

Based on assessed student level, upon completion of the course, students will be able to:

- I. Literacy Level
  - A. Read and write the letters of the alphabet and recognize basic conventions of writing.
  - B. Express personal information orally and in filling out basic forms related to school, work and health.
  - C. Communicate with personal pronouns and basic present tense forms to express simple needs and describe daily routines.
  - D. Demonstrate comprehension of simple words, phrases and questions drawn from familiar material and used in contexts of classroom, workplace and community.
  - E. Identify learning goals and adopt basic practices associated with the academic classroom.
- II. Beginning Level
  - A. Beginning Low
    1. Express data related to personal identification information about self and others.
    2. Demonstrate comprehension of simple vocabulary and commands used in the context of classroom, workplace and social settings.
    3. Begin to describe features and locations of people and objects
    4. Use pronouns and present tense verb forms to tell about daily routines, respond to simple questions, and communicate wants and needs in classroom, workplace, community and social situations.
    5. Recognize and start to use basic conventions of writing

and punctuation.

6. Identify learning goals and adopt basic practices associated with the academic classroom.
7. Find and make use of information appearing on forms related to school, work and various other administrative areas.

#### B. Beginning High

1. Express data related to personal identification information about self and others, orally and in writing.
2. Demonstrate comprehension of vocabulary and commands used in the context of classroom, workplace and social situations.
3. Describe features and locations of people and objects.
4. Use appropriate pronouns and verb forms (present and past) to discuss wants and needs in the classroom, workplace, community and social situations.
5. Use basic conventions of writing and punctuation.
6. Discuss learning goals and basic practices associated with the academic classroom.
7. Find and make use of information appearing on forms related to school, work and various other administrative areas.

### III. Intermediate Level

#### A. Intermediate Low

1. Communicate effectively (with minimal grammatical errors that interfere with meaning) in a variety of social, academic, community and work-related situations.
2. Begin to describe personal abilities on the job, at home and at school.
3. Identify strategies for finding a job or improving one's position at work.
4. Begin to identify main ideas and supporting details from a reading.
5. Begin to write a paragraph using correct form, incorporating a main idea and several related ideas.

#### B. Intermediate High

1. Describe personal experience, past and present, with minimal grammatical and pronunciation problems.
2. Relate past and present experience to personal, vocational and academic goals/aspirations, and identify steps for achieving long-term goals and future possibilities.
3. Identify issues and problems in the community and workplace; develop appropriate strategies for problem-solving using available community resources.
4. Identify main ideas and supporting details in a variety of narrative and expository reading materials.
5. Demonstrate comprehension of and complete standard forms used in academic, employment and government settings.
6. Write an organized paragraph (topic sentence, related details and a conclusion) on a specified topic.

### **Topics and Scope:**

#### I Instructional Approach

##### A. Multi-level:

Grammar and vocabulary are introduced, reviewed and practiced within the context of the themes, at levels which allow each student to access and build upon his or her prior knowledge.

**B. Assessment and Lesson Planning:**

Based on formal and informal assessments of the students' levels and needs, instructors will plan and implement lessons, drawing from level-appropriate objectives and materials. Examples of assessment include standardized tests, class needs surveys, and observation of student performance in class. Instructors are encouraged to select materials and plan activities that are at the same time accessible to beginners and expandable to meet the needs of more advanced students.

**C. Modes of Instruction:**

Varied modes of instruction are used during class in order to accommodate the needs of a truly multi-level group of students. These modes include teacher instruction, directed pair and small group work, problem-solving in cooperative groups, individual study and writing, individual and group projects, and conversation practice.

**D. Grouping:**

Grouping of students alternates between whole-group (multi-level), small group (multi-level or separate-level), pairs (multi-level or separate-level), and individuals. Grouping changes frequently, based on the type of unit or lesson being taught, the availability of instructional assistants and computers, and the make-up of the class on any given day.

## **II Themes**

**A. Personal Identification**

**1. Literacy level**

**a. Language functions**

- i. asking and answering basic personal questions
- ii. recognizing capital and lower-case letters

**b. Language structures related to personal identification**

such as personal pronouns, present tense verbs, and question formation

**c. Literacy skills and strategies**

- i. saying, reading and writing the alphabet
- ii. recognizing capital and lower-case letters

**d. Vocabulary**

- i. personal description
- ii. activities and hobbies

**2. Beginning level**

**a. Language functions**

- i. asking and answering questions about self and others
- ii. describing self and others
- iii. comparing personal identification information

**b. Language structures related to personal identification such as**

yes/no and wh- question formation, short answers, present tense verbs, and past tense of "be" and "have"

**c. Skills and strategies**

- i. introduction to dictionary use
- ii. filling out forms

- iii. introduction to basic reading and controlled writing about self
  - d. Vocabulary
    - i. personal data and description
    - ii. physical and emotional feelings
- 3. Intermediate Level
  - a. Language functions
    - i. describing one's present life situation and connecting it to the past and future
    - ii. expressing future goals and aspirations and steps for achieving them
  - b. Language structures related to self such as introduction to present perfect, verbs of intent, and modal auxiliaries (politeness, ability, and possibility)
  - c. Skills and strategies
    - i. using appropriate capitalization and punctuation
    - ii. pre-reading and pre-writing strategies
    - iii. writing a short paragraph with main idea and related details
    - iv. brainstorming and grouping information
    - v. making comparisons
  - d. Vocabulary
    - i. descriptive language related to current and past personal experiences
    - ii. synonyms and antonyms describing personal characteristics

## B. School

- 1. Literacy Level
  - a. Language functions
    - i. learning basic classroom commands and instructions
    - ii. asking for help
  - b. Language structures related to school such as adverbs of frequency, singular and plural nouns, and simple questions
  - c. Literacy skills and strategies
    - i. saying, reading, and writing numbers, phone numbers, and significant dates
    - ii. saying, reading, and writing learning goals (themes, such as "work," "shopping," and "doctor")
  - d. Vocabulary
    - i. classroom objects and action verbs
    - ii. numbers and dates
    - iii. names of lesson themes related to daily life
- 2. Beginning Level
  - a. Language functions
    - i. setting and discussing learning goals
    - ii. learning and responding to classroom instructions
    - iii. asking for help
    - iv. observing classroom etiquette: using greetings and polite expressions
  - b. Language structures related to school such as adverbs of frequency, "like" + infinitive, and commands (Beginning High students will also use question formation with "do," short answers for yes/no questions, and present continuous)

- c. Skills and strategies
  - i. alphabetizing and using a dictionary
  - ii. developing study skills
  - iii. reading short narratives
  - iv. developing basic prewriting skills
  - v. writing short, controlled sentences and paragraphs, including use of basic punctuation rules (complexity depends on student level)
- d. Vocabulary
  - i. politeness and greeting words
  - ii. classroom objects, subjects of study, and verbs related to classroom projects and activities

### 3. Intermediate Level

- a. Language functions
  - i. describing past and present school experiences and methods of learning English
  - ii. asking for and clarifying information within the classroom and in the wider school setting
  - iii. identifying personal academic strengths and weaknesses
  - iv. defining academic goals and steps to achieve them, and telling about past decisions
- b. Language structures related to school such as past continuous, present and past ability, and information questions (Intermediate High students will also use verb + infinitive; verb + gerund; verb tense shifts; serial order of events; modal auxiliaries to express permission, probability, and necessity; indirect speech; and more complex question forms)
- c. Skills and strategies
  - i. effective study skills including organizing materials, time management, and establishing priorities
  - ii. using language strategies for group work such as expressing an opinion and questioning (Intermediate High students will also practice skills for interrupting and expressing disagreement)
  - iii. scanning narratives, non-fiction passages, catalogues, and Internet sites for specific information
  - iv. pooling and comparing information
  - v. reading, writing, and speaking about strategies for learning English (Intermediate High students will also write paragraphs about academic and vocational aspirations)
  - vi. using educational resources including the library and computer labs when available (with increasing independence at the Intermediate High level)
- d. Vocabulary
  - i. words for learning styles, methods, and abilities
  - ii. terms to describe basic elements of "computer literacy"
  - iii. academic terms such as "draft," "revise," and "edit"
  - iv. Intermediate High students will also use terms used to describe aspects of academic curriculum, policies, and procedures, e.g. "plagiarism" and "matriculation"

## C. Family and Culture

### 1. Literacy Level

- a. Language functions
    - i. identifying family members
    - ii. telling about one's family
  - b. Language structures related to the family such as present tense verb "be" and subject and possessive pronouns
  - c. Literacy skills and strategies
    - i. saying, reading and writing addresses and telephone numbers
    - ii. speaking, reading and writing about country of origin
  - d. Vocabulary
    - i. family members and ages
    - ii. geographical locations
    - iii. addresses and telephone numbers
2. Beginning Level
- a. Language Functions
    - i. describing and comparing family members
    - ii. asking and telling about family and activities
  - b. Language structures related to family such as simple present and past verbs, possessives, prepositions of time and place, adjectives, and modals "can" and "could"
  - c. Skills and strategies
    - i. beginning to compare and contrast families
    - ii. creating, reading and interpreting a simple chart
    - iii. reading and retelling a story
    - iv. writing simple descriptive sentences and controlled paragraphs
    - v. listening and reporting
  - d. Vocabulary
    - i. extended family relationships
    - ii. nouns and adjectives related to physical description of people and homes
3. Intermediate Level
- a. Language functions
    - i. describing interpersonal relationships within family structure
    - ii. comparing and contrasting cultural differences between country of origin and USA
    - iii. explaining personal process of acculturation and/or assimilation, and talking about future possibilities
  - b. Language structures related to family and culture such as past with "used to," past perfect, time clauses, "must/have to," "if" with future possibility, and compound sentences with "and" and "but"
  - c. Skills and strategies
    - i. giving opinions and solving problems during group process
    - ii. reading and analyzing graphs and charts (Intermediate High students will also use charts and diagrams to compare and contrast information from readings and/or group discussions)
    - iii. connecting one's own experience with a text in discussion and guided writing (Intermediate High students will also write paragraphs to interpret a reading)

passage)

iv. pre-writing techniques, e.g. word maps and outlining

v. skimming and scanning narratives and non-fiction passages for specific information

d. Vocabulary

i. language to describe family and relationships

ii. terms to describe traditions, customs, beliefs, and hopes

iii. verbs to describe family and household responsibilities

## D. Work

### 1. Literacy Level

a. Language functions

i. telling time

ii. describing daily routine

iii. asking and answering questions about schedules

iv. describing job skills and abilities

b. Language structures related to work such as simple present

action verbs, modals "can" and "should," and "at" with time

(Beginning High students will also use "used to" + verb,

past questions about work experience and present progressive)

c. Skills and strategies

i. learning work schedules and written materials related to daily work activities

ii. classifying job-related skills and activities

iii. skimming and scanning work-related reading

iv. using simple punctuation at sentence level

d. Vocabulary

i. professions

ii. tools

iii. work skills (and qualities for Beginning High students)

iv. abbreviations: want ads (complexity depends on student level)

### 2. Beginning Level

a. Language functions

i. telling about daily routine and times

ii. asking and answering work-related questions and asking for clarification

iii. getting and giving information over the phone

iv. making requests and suggestions

b. Language structures related to work such as simple present

action verbs, modals "can" and "should" and "at" with time

(Beginning High students will also use "used to" + verb, past questions about work experience, and present progressive)

c. Skills and strategies

i. learning work schedules and written materials related to daily work activities

ii. classifying job-related skills and activities

iii. skimming and scanning work-related reading

iv. using simple punctuation at sentence level

d. Vocabulary

i. professions

ii. tools

iii. work skills (and qualities for Beginning High students)



- iv. abbreviations: want ads (complexity depends on student level)

### 3. Intermediate Level

- a. Language functions
  - i. identifying/examining one's own and others' present/past job experiences, including duties, skills, training, pay and benefits
  - ii. describing and practicing ways to get a job, e.g. search, networking, applying, interviewing
  - iii. practicing special communicative skills needed on the job, related to evaluation and "speaking up"
  - iv. explaining workers' rights, responsibilities and resources
- b. Language structures related to work such as present perfect, present perfect continuous, gerunds, infinitives, and direct speech (Intermediate High students will also use adverbs of intensity, spoken vs. written language, formal vs. informal language, writing forms and conventions)
- c. Skills and strategies
  - i. using context for pre-reading and for guessing meaning of new vocabulary
  - ii. analyzing reading passages and connecting ideas to personal experience
  - iii. using appropriate format, punctuation and capitalization to write work-related paragraphs, business letters and resumes (complexity depends on student level)
  - iv. using politeness conventions and clarification strategies to engage in group work
  - v. using the Internet to search for jobs and research career options (Intermediate High students will also research workers' rights and responsibilities)
- d. Vocabulary
  - i. job-seeking terms
  - ii. terms related to effective daily communication in work situations, including training, supervision and evaluation
  - iii. terms related to worker rights, benefits, worker protection, taxes and dues
  - iv. words to formally and informally describe job experiences and qualifications

## E. Community

### 1. Literacy Level

- a. Language functions
  - i. saying and asking about prices
  - ii. identifying food
  - iii. identifying clothing
  - iv. expressing likes and dislikes
  - v. asking for repetition
  - vi. talking about health needs
- b. Language structures related to community such as question formation and simple present
- c. Literacy skills and strategies
  - i. saying, reading and writing about coins, bills and prices
  - ii. reading about and comparing prices in advertisements

- d. Vocabulary
  - i. food items
  - ii. clothing
  - iii. body parts
  - iv. ailments
  - v. money
  - vi. safety signs

Additional themes may include: housing/household items and activities, ordering in a restaurant, transportation, police.

## 2. Beginning Level

- a. Language functions
  - i. talking about locations and describing local environments
  - ii. following directions
  - iii. saying prices and asking about prices
  - iv. talking about medical and health-related issues
  - v. making and accepting invitations
  - vi. asking for repetition, and asking for help (Beginning High students will also use past tense of common auxiliaries, such as "couldn't" and "didn't")

- c. Skills and strategies
  - i. reading maps and signs
  - ii. reading labels
  - iii. consulting resources such as telephone books, school schedules, and the Internet
  - iv. asking for and giving directions
  - v. formats for social notes

- d. Vocabulary
  - i. food items
  - ii. clothing items
  - iii. body parts relevant to medical needs
  - iv. parties, holidays and celebrations
  - v. stores, commercial services and community resources

Additional themes may include: housing/household items and activities, ordering in a restaurant, transportation, police.

## 3. Intermediate Level

- a. Language functions
  - i. describing living situations and neighbors
  - ii. describing community problems, suggesting solutions, and identifying services and resources
  - iii. accessing and communicating with various constituencies, e.g. neighbors, officials, emergency personnel, store personnel and service representatives
  - iv. describing emergency situations and procedures

- b. Language structures related to community such as comparative adjectives, phrases of purpose with "to" and "for" and phrases of quantity and proportion, e.g. "many," "most," (Intermediate High students will also use tense shifts within a sentence or paragraph; modals of obligation, permission and probability; sentence construction including dependent clauses and parallel structures; editing, e.g. correcting run-on sentences)

- c. Skills and strategies

- i. comparing specific conditions
  - ii. questioning, clarifying information, negotiating, and using non-verbal cues to facilitate understanding in oral communication
  - iii. applying reading strategies and responding to narratives and non-fiction about community and civic-related events
  - iv. guessing meaning of new vocabulary from context
  - v. analyzing and interpreting familiar concepts, such as cultural stereotypes, and new concepts from readings and discussions
  - vi. beginning to write well-developed paragraphs (or series of related paragraphs) about community-related concerns and problem-solving strategies
  - d. Vocabulary
    - i. terms to describe place of residence in context of larger community
    - ii. terms to describe place of residence in context of larger community
    - iii. terms related to basic institutions, companies, services and utilities
    - iv. terms for processes and activities involving community interaction, such as expressing community concerns and problem-solving strategies
- Additional themes may include: housing/household items and activities, ordering in a restaurant, transportation, police

### **Assignment:**

Assignments will be appropriate for the skill level of each student.

Assignments may include:

I. In-class assignments may include:

#### **A. Literacy Level**

##### **1. Speaking**

- a. participate in simple oral activities focusing on a specific topic and/or grammar feature, demonstrating comprehension and production
- b. survey classmates and participate in simple role-plays relating to familiar material

##### **2. Listening**

- a. listen for detail and respond through actions to simple, classroom-related directions
- b. manipulated pictures or graphics in response to oral directions
- c. participate in listening activities related to the alphabet

##### **3. Reading**

- a. read simple sentences related to daily life within the contexts of family, work, school and community
- b. read for detail on basic forms
- c. read and categorize vocabulary words within the themes covered in class

##### **4. Writing**

- a. fill out basic forms using upper and lower case letters of the alphabet
- b. participate in information-gathering on a specific topic
- c. write simple sentences related to familiar topics

## B. Beginning Level

### 1. Speaking

- a. oral descriptions from pictures of people and objects
- b. role-plays related to themes
- c. presentations of individual and group projects and interviews related to personal identification information

### 2. Listening

- a. listening for vocabulary items from recorded conversations, interviews, and songs (Beginning High students will also listen to and retell short narratives)
- b. listening for detail in following classroom-related directions
- c. taking dictation related to course themes (complexity depends on student level)

### 3. Reading

- a. reading sentences and paragraphs about daily life within the contexts of family, work, school and community
- b. reading for detail using forms, schedules and brochures
- c. taking simple objective tests related to course themes and topics
- d. introduction to reading for main idea and related details (for Beginning High students)

### 4. Writing

- a. composing short sentences including personal information (Beginning High students will also compose short, controlled paragraphs with a wider variety of sentence structures)
- b. responding in writing to visual prompts of people and objects
- c. editing written work for punctuation
- d. creating portfolios of representative writings

## C. Intermediate Level

### 1. Speaking

- a. role-plays and oral presentations
- b. posing and responding to questions, including interviews and surveys
- c. pair-work and small group discussion
- d. describing, explaining, and analyzing language structures, vocabulary, and topics or issues (complexity depends on student level)

### 2. Listening

- a. responding to taped materials
- b. listening and retelling from narratives and non-fiction passages
- c. rehearsing to call community resources and reporting information learned (Intermediate High students will also respond to various accents and levels of formality)
- d. responding to both formal and informal language use within the classroom setting

### 3. Reading

- a. skimming various types of material for general meaning
- b. scanning various types of material for specific details
- c. analysis and interpretation to identify main idea and details (complexity depends on student level)
- d. introduction to reading various types of writing styles such as expository passages and poetry
- e. interpreting charts, tables, graphs, inserts and footnotes
- f. introduction to components of published materials such as tables of contents, indices and copyrights
- g. taking multiple-choice and objective exams

### 4. Writing

- a. composing an increasing variety of sentence structures and paragraphs with main idea and supporting details  
(Intermediate High students will also begin to compose essays)
- b. editing for punctuation
- c. free writing in journals
- d. dictations (as models of correct grammar, format and punctuation)
- e. composing various types and styles of written material including letters, notes and e-mail
- f. completing standardized/formal documents
- g. compiling portfolios of representative writings and/or contributing to a compilation of class work such as a class newsletter or thematically based, student-made book

## II. Homework assignments may include:

### A. Literacy Level

#### 1. Speaking

- a. request basic information related to family, work, school and social situations
- b. request spelling of names and new words

#### 2. Listening

- a. listen and respond to common uses of English in daily situations
- b. listen to songs and short TV segments in English

#### 3. Reading

- a. read signs, labels and other examples of short environmental print
- b. start to read mail (bills and advertisements)

#### 4. Writing

- a. fill out very simple forms connected to family, work and community situations
- b. complete short written exercises related to in-class assignments

### B. Beginning Level

#### 1. Speaking

- a. requesting information and leaving phone messages related to family, work, school and other community resources
- b. interviewing a family member or friend in English
- c. preparing brief oral presentations with a group

#### 2. Listening

- a. listening to radio and TV programs in English
  - b. calling community information lines to listen to recorded information
  - 3. Reading
    - a. reading of English language newspapers and learners' stories (complexity depends on student level)
    - b. reading signs, labels and other examples of environmental print
    - c. reading of beginning-level non-fiction (for Beginning High students)
  - 4. Writing
    - a. filling out forms connected to work, school and community situations
    - b. filling in cloze activities
    - c. completing written exercises on grammar, vocabulary and writing mechanics related to in-class assignments
    - d. writing controlled paragraphs (for Beginning High students)
- C. Intermediate Level
- 1. Speaking
    - a. requesting information and leaving phone messages related to family, work, school and other community resources
    - b. interviewing/surveying people in the community
    - c. preparing group presentations on course-related themes
    - d. requesting/obtaining information outside the classroom to solve a problem (for Intermediate High students)
  - 2. Listening
    - a. listening to radio, TV, music and live entertainment in English
    - b. listening to recorded information and responding to telephone menu prompts
    - c. obtaining accurate information on specific topics from sources in the community
  - 3. Reading
    - a. skimming and scanning passages for main ideas and details
    - b. reading and responding to a wide variety of written materials in English such as newspapers, magazines, Internet, advertisements, labels and other environmental print (complexity depends on student level)
  - 4. Writing
    - a. written assignments as follow-up to in-class instruction, including textbook exercises and worksheets
    - b. writing paragraphs in response to readings
    - c. journal entries
    - d. practical and/or creative writing assignments such as recipes, directions, absence notes and poetry

### **Methods of Evaluation/Basis of Grade:**

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, In-class writing, paragraphs, forms, journals

Writing  
10 - 20%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Homework problems, Quizzes, Cooperative group work, in-class projects, oral pr

Problem solving  
20 - 30%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Class performances, Performance exams, Responding appropriately to instructions, independ

Skill Demonstrations  
25 - 35%

**Exams:** All forms of formal testing, other than skill performance exams.

Multiple choice, True/false, Matching items, Completion, Holistically-scored writing (word list, sentences

Exams  
15 - 25%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

Participation, attendance, portfolios.

Other Category  
15 - 25%

## **Representative Textbooks and Materials:**

### **A. Literacy Level**

THE BASIC OXFORD PICTURE DICTIONARY with the Basic Oxford Picture Dictionary Literacy Program, Templin & Brod, Oxford University Press, 1999

COLLABORATIONS (LITERACY), Moss, Shank & Terrill, Heinle & Heinle, 1997

VERY EASY TRUE STORIES, Heyer, Longman, 1999

ESL LITERACY, Nishio, Longman, 1998

FIRST CLASS READER, Bassano & Duffy, Alta Book Center, 1994

Instructor-prepared materials

### **B. Beginning Level**

THE BASIC OXFORD PICTURE DICTIONARY, Shapiro & Adelson-Goldstein, Oxford University Press, 1998

VERY EASY TRUE STORIES, Heyer, Addison-Wesley Longman, 1998

EASY TRUE STORIES, Heyer, Addison Wesley, 1994

READ ALL ABOUT IT, BASIC, Howard, Oxford University Press, 1999

LIFE PRINTS, BOOK 1, Newman, New Readers Press, 1993

THE NEW GRAMMAR IN ACTION (BASIC, BOOK 1), Foley & Neblett, Heinle & Heinle, 1998

STAND OUT (BOOK 1), Jenkins, Heinle & Heinle, 2002

COLLABORATIONS: ENGLISH IN OUR LIVES, BEG. 1, Huizenga & Weinstein-Shr,  
Heinle & Heinle, 1996

COLLABORATIONS: ENGLISH IN OUR LIVES, BEG. 1 WORKBOOK, Huizenga, Heinle &  
Heinle, 1996

Instructor-prepared materials

C. Intermediate Level

THE OXFORD PICTURE DICTIONARY, Shapiro & Adelson-Goldstein, Oxford  
University Press, 1998

LONGMAN DICTIONARY OF AMERICAN ENGLISH, Addison Wesley Longman, 1997

TRUE STORIES IN THE NEWS,

READ ALL ABOUT IT (BOOKS 1 & 2), Howard, Oxford University Press, 1999  
and 2000

COLLABORATIONS: INTERMEDIATE, Huizenga & Bernard-Johnson, Heinle &  
Heinle, 1996

COMPOSITION PRACTICE (BOOK 1), Blanton, Heinle & Heinle, 2001

THE NEW GRAMMAR IN ACTION (1 & 2), Foley & Neblett, Heinle & Heinle, 1998

STAND OUT (BOOK 2), Jenkins and Sabbagh, Heinle & Heinle, 2002

Instructor-prepared materials