

ESL 706 Course Outline as of Fall 1998**CATALOG INFORMATION**

Dept and Nbr: ESL 706 Title: ENGL SKILLS WRKSHP
 Full Title: English Skills Workshop
 Last Reviewed: 9/28/1998

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	0	Lecture Scheduled	0	20	Lecture Scheduled	0
Minimum	0	Lab Scheduled	13.00	2	Lab Scheduled	260.00
		Contact DHR	0		Contact DHR	0
		Contact Total	13.00		Contact Total	260.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 0.00

Total Student Learning Hours: 260.00

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

Catalog 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.

Prerequisites/Corequisites:**Recommended Preparation:**

Literacy in student's native language.

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

Description: A beginning speaking, reading, listening & 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: Literacy in student's native language.

Limits on Enrollment:

Transfer Credit:

Repeatability: Exempt From Repeat Provisions

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree: **Area** Effective: Inactive:

CSU GE: **Transfer Area** Effective: Inactive:

IGETC: **Transfer Area** Effective: Inactive:

CSU Transfer: Effective: Inactive:

UC Transfer: Effective: Inactive:

CID:

Certificate/Major Applicable:

Not Certificate/Major Applicable

COURSE CONTENT

Outcomes and Objectives:

A. Aural Skills: Students will be able to:

1. Use specific listening attack strategies to receive information and instructions and respond correctly.
2. Identify topics and key points on such themes as personal data and consumer issues, employment, health, rights and obligations of this society, etc.

B. Oral Skills: Students will be able to:

1. Identify self and family members, giving personal data, including correct spelling and pronunciation of street names and numbers.
2. Introduce self and others, using appropriate greetings and small talk to begin and end a conversation.
3. Form simple questions and polite requests, including asking permission.
4. Indicate lack of understanding and clarify information.
5. Give basic explanation of needs and problems including health, employment, schools, housing, and residency issues.
6. Name and give simple description of persons, situations, places, and common objects.
7. State simple consumer preferences, including food orders, and identify currency correctly.
8. Understand time expressions and make, change, and reschedule appointments.
9. Report emergencies and summon help.
10. Ask for and give basic directions.
11. Use the telephone for basic needs
 - a. Make and answer telephone calls, including use of Directory Assistance.
 - b. Respond appropriately to wrong numbers and recordings.

- c. Take and leave simple messages.
 12. Describe work, skills, and educational background in simple terms and indicate job and working condition preference.
 13. Express regret, including apologies, make excuses, and express ability/inability.
 14. State short and long range goals: personal, educational and/or vocational.
- C. Socio-linguistic and Cultural: Students will be able to:
1. Recognize common expectations for behavior in school, community, and the workplace.
 2. Identify appropriate sources of assistance for health and other consumer needs.
 3. Recognize rights and responsibilities in U.S. society.
 - a. Advocate appropriately for oneself in interactions with law enforcement agencies, health care providers, etc.
 - b. Observe laws, rules, and basic safety.
- D. Reading Skills:
1. Reading for information: Students will be able to read and respond appropriately to the following:
 - a. personal data forms such as simple applications
 - b. medicine labels
 - c. food storage instructions
 - d. maps
 - e. telephone book
 - f. bills, bank forms, and other basic consumer correspondence
 - g. clocks and appointment cards
 2. Reading for pleasure and fluency: Students will be able to recognize main ideas and supporting points in basic, brief reading passages:
 - a. readings from texts and handouts
 - b. readings from student-produced sentences and paragraphs
- E. Vocabulary Skills: Students will be able to employ:
1. basic high frequency vocabulary/sight words
 2. basic word attack skills for comprehension of word forms.
- F. Grammar: Students will be able to recognize and produce the following:
1. Simple sentences with basic English word order (S+V+O)
 2. Compound sentences with "and," "but," "so," etc.
 3. Basic verb tenses, with focus on the verb "BE."
 4. Basic pronoun and preposition use.
 5. Basic question/answer formation:
 - a. WH questions in simple present, present continuous, and past tenses.
 - b. Both short answers and complete answers in appropriate tenses.
 6. Basic affirmative and negative sentences, with attention to the most common auxiliary and/or modal verb forms in simple tenses.
 7. Noun forms including singular, plural, count, non count, and possessives.
 8. Adjectives in common use, recognizing their relative position with nouns.
 9. Adverbs in high frequency use.
- G. Writing: Students will be able to demonstrate beginning skills in:

1. Letter/sound correspondence for producing letters of the alphabet and correct spelling of common/high priority words.
2. Completion of forms asking for basic personal data, such as applications.
3. Completion of forms for basic consumer needs such as banking or postal services.
4. Message taking for telephone calls.
5. Message writing for basic communication at work and in the community.
6. Sentence completion in response to text/handout exercises.
7. Sentence and guided paragraph production in response to:
 - a. text exercises and handouts
 - b. journal assignments
 - c. peer conversation and writing activities
 - d. class discussions on designated topics
8. Revision and editing of student-produced passages.
9. Basic formatting of written work, including correct simple punctuation.
10. Introductory word processing skills at the sentence and paragraph level where feasible.

Topics and Scope:

A. Aural/Oral Skills:

1. Listening, Speaking, and Pronunciation strategies and applications:
 - a. Clarifying information
 - b. Expressing needs and asking for assistance
 - c. Initiating questions
 - d. Giving/receiving information on such topics as personal data, school, health, employment, time/scheduling, plans and goals, housing, rights, laws and expectations of this society, use of telephone and U.S. currency, and general basic consumer needs.
 - e. Describing persons, locations, and objects.
2. Socio-linguistic and Cultural
 - a. Recognizing rights, responsibilities, and common expectations for behavior in U.S. society
 - b. Identifying and utilizing appropriate resources.

B. Reading:

1. Reading for information: comprehension of basic forms, instructions, and consumer information
2. Reading for pleasure: identification of main ideas and major points in short and very basic sentences and brief passages.

C. Vocabulary Skills: High frequency vocabulary and basic word attack skills

D. Grammar:

1. Recognition and production of simple sentences with basic word order
2. Recognition and production of beginning grammar forms and basic verb tenses.

E. Writing:

1. Recognition and correct production of the letters of the alphabet, and personal data, such as name, address, etc. found

- on forms
- 2. Basic formatting and punctuation of written work
- 3. Basic sentence formation, including correct word order and pronoun use
- 4. Guided paragraph writing for simple, short paragraphs in pencil, ink, and/or the computer where feasible
- 5. Beginning attention to editing/proofreading
- 6. Basic note writing for messages

Assignment:

Note: Examples of assignments for ESL 706:

- 1. Participate in oral activities focusing on a specific topic and/or grammar feature, demonstrating comprehension through actions, orally, and/or in writing.
- 2. Write and edit sentences based on specific themes and/or grammar points in basic readings.
- 3. Read and fill out forms and discuss pertinent vocabulary and cultural information.
- 4. Compose simple paragraphs and begin guided word processing at basic sentence level where use of word processor is feasible and accessible.
- 5. Problem pose, role play and/or problem solve issues drawn from the workplace, health situations, school, immigration, etc.
- 6. Participate in information gathering on a specific topic.

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; sentences, short paragraphs,

Writing
20 - 35%

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

Homework problems, Quizzes

Problem solving
10 - 20%

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

Class performances

Skill Demonstrations
20 - 40%

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

Multiple choice, True/false, Matching items, Completion,
Short answer and fill in/cloze

Exams
25 - 40%

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

Participation. Writing: exercise fill-in, journals.

Other Category
5 - 20%

Representative Textbooks and Materials:

SIDE BY SIDE I, 2ND ED., by Molinsky and Bliss (Prentice Hall Regents)
1995

SIDE BY SIDE WORKBOOK, (1A and 1B) and Video (Beginning Level) by
Molinsky, Bliss (Prentice Hall Regents), 1983

COLLABORATIONS, by Weinstein-Shr and Huizenga (Heinle & Heinle), 1997

BASIC ENGLISH GRAMMAR, 2ND ED., (Azar, Prentice Hall Regents), 1994

Supplements: WORD BY WORD PICTURE DICTIONARY, by Molinsky, Bliss
(Prentice Hall Regents), 1995