

ESL 714 Course Outline as of Summer 2012**CATALOG INFORMATION**

Dept and Nbr: ESL 714 Title: HIGH BEGINNING NC ESL
 Full Title: High Beginning Non-Credit English as a Second Language
 Last Reviewed: 3/14/2022

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	0	Lecture Scheduled	6.00	17.5	Lecture Scheduled	105.00
Minimum	0	Lab Scheduled	0	8	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	6.00		Contact Total	105.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 210.00

Total Student Learning Hours: 315.00

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

Catalog Description:

Beginning-High Non-Credit English as a Second Language is for non-native speakers of English with limited ability to function independently in English in everyday situations

Prerequisites/Corequisites:**Recommended Preparation:****Limits on Enrollment:****Schedule of Classes Information:**

Description: Beginning-High Non-Credit English as a Second Language is for non-native speakers of English with limited ability to function independently in English in everyday situations (Non-Credit Course)

Prerequisites/Corequisites:

Recommended:

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:

Certificate Applicable Course

COURSE CONTENT

Outcomes and Objectives:

Upon completion of this course students will be able to:

1. Identify the main idea and supporting details in a reading passage on a familiar topic.
2. Use a variety of strategies to determine the meaning of new words and phrases in familiar contexts.
3. Use level-appropriate pre-writing skills to brainstorm and organize ideas on familiar topics.
4. Use basic verb tenses and conventions of writing and punctuation in a short, loosely organized paragraph based on a familiar topic.
5. Fill out simple, authentic forms.
6. Initiate a level appropriate conversation in informal and professional settings including how to make “small-talk” and conduct an interview with an employer, medical provider, community resource or school official.
7. Identify academic, vocational and personal goals and basic steps needed to achieve these goals.
8. Use appropriate pronunciation, intonation and word stress to communicate more clearly in conversations at work, school and in the community.
9. Demonstrate culturally appropriate behaviors, both in class and out.

Topics and Scope:

A. Listening and Speaking Skills

1. Speaking and listening skills needed in the community using level appropriate grammar
 - a. making an appointment
 - b. requesting information
 - c. stating health needs
2. Discussion of topics and vocabulary development related to daily and cultural life that may include family, friends, neighborhood, work, shopping, housing, community resources and cross cultural differences and similarities using level appropriate grammar.
3. Pronunciation Skills
 - a. recognize and produce problematic vowel and consonant sounds (final -ed, etc.)
 - b. phonemic awareness (voiced/unvoiced consonants)

- c. use of appropriate word and syllable stress
- d. intonation in questions and statements
- e. sound/spelling patterns

B. Reading Skills

1. Basic pre-reading skills including skimming, scanning and predicting
2. Identification of main ideas and supporting details in fiction and non-fiction passages
3. Short narratives and simple, authentic materials (e.g., schedules and brochures) related to work, school, home and the community
4. Vocabulary building strategies including the use of contextual clues and simple word analysis (prefixes and suffixes) to determine the meaning of unfamiliar words
5. Spelling patterns

C. Writing Skills

1. Process writing including brainstorming, organizing, drafting, revising, editing.
2. Short, controlled paragraphs consisting of a main idea and 3-5 related sentences on familiar topics (daily life, personal experiences and family stories).
3. Simple, authentic forms and materials used at school, work and the community.
4. Verb tenses and language structures needed to write notes and simple paragraphs on topics related to school, work and the community including:
 - a. simple present tense
 - b. present continuous
 - c. simple past tense
 - d. past continuous
 - e. future tense
 - f. there is/there are
 - g. modals
 - h. simple compound sentences
 - i. pronouns (subject, object, possessive)
 - j. adjectives (descriptive, demonstrative, possessive)
 - k. time phrases
 - l. transitions (first, second, then, finally)
 - m. question formation

D. Academic Skills

1. Language of group work
2. Organizational skills
3. Study skills
4. Vocabulary needed to communicate with academic personnel
5. Setting academic goals

E. Cultural Skills

1. Formal and informal speech including conversational norms used in various contexts; i.e., making small talk, participating in interviews, talking with friends, teachers, employers and co-workers
2. Reading and writing activities related to culture; i.e., similarities and differences, resolving neighborhood issues and culturally appropriate relations in the workplace
3. Nonverbal communication including appropriate distance, eye contact and other gestures
4. Culturally appropriate vocabulary and conversational norms used to agree, disagree, express opinions, elicit information and interrupt in real-life situations

F. Vocational Skill

Topics May Include:

1. Basic interview skills, including articulating job skills and abilities
2. Applications and other simplified forms
3. Basic job searching skills
4. Signs and warnings
5. Problem solving at work including reporting an accident and/or a dangerous situation
6. Calling in sick
7. Giving and following directions, both orally and in writing
8. Asking for clarification
9. Requesting and offering assistance
10. Knowing your rights at work

Assignment:

This course will emphasize student-centered activities designed to develop reading, writing and speaking/listening skills. The following represent the types of assignments that may be included:

A. In-class work:

1. Vocabulary building exercises
2. Pair and group activities
3. Role plays, mock interviews and problem-solving activities in small groups
4. Language Experience Approach and other controlled writings
5. Surveys and interviews
6. Discussion of and response to readings on themes related to real-life situations
7. Objective exams and quizzes
8. Listening activities
9. Dictation
10. Use of technology such as the Internet, ESL websites and software to improve reading, listening, vocabulary, spelling, conversation and pronunciation skills

B. Homework:

1. Surveys and interviews
2. Reading exercises
3. Grammar exercises
4. Request information from school and community resources
5. Individual recordings using voicemail
6. Listening to TV and radio programs in English
7. Journals and short writings
8. Vocabulary logs

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 home listening exercises with corresponding activities

Writing 40 - 50%

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

None

Problem solving
0 - 0%

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

None

Skill Demonstrations
0 - 0%

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

Multiple choice, true/false, matching items, completion

Exams
10 - 20%

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

Attendance, participation, student portfolios

Other Category
40 - 50%

Representative Textbooks and Materials:

Oxford Picture Dictionary by Norma Shapiro, Oxford University Press, 2008

English in Action, Level 2 by Foley Neblett, Heinle & Heinle, 2010

Ventures 2 by K. Lynn Savage (Ed.) Cambridge University Press, 2009

Instructor prepared materials