

EMLS 701 Course Outline as of Fall 2024**CATALOG INFORMATION**

Dept and Nbr: EMLS 701 Title: SPANISH LITERACY
 Full Title: Development of Spanish Literacy Skills
 Last Reviewed: 3/25/2024

Units		Course Hours per Week	Nbr of Weeks	Course Hours Total	
Maximum	0	Lecture Scheduled	5.50	17.5	Lecture Scheduled 96.25
Minimum	0	Lab Scheduled	0	8	Lab Scheduled 0
		Contact DHR	0		Contact DHR 0
		Contact Total	5.50		Contact Total 96.25
		Non-contact DHR	0		Non-contact DHR 0

Total Out of Class Hours: 192.50

Total Student Learning Hours: 288.75

Title 5 Category: Non-Credit
 Grading: Non-Credit Course
 Repeatability: 27 - Exempt From Repeat Provisions
 Also Listed As:
 Formerly: ESL 701

Catalog Description:

In the course, native Spanish speakers will develop their literacy skills in their native language. Students will learn reading, writing, and skills necessary for success in the workplace, academic and social settings.

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

Description: In the course, native Spanish speakers will develop their literacy skills in their native language. Students will learn reading, writing, and skills necessary for success in the workplace, academic and social settings. (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:
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CSU Transfer:	Effective:	Inactive:
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UC Transfer:	Effective:	Inactive:
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CID:

Certificate/Major Applicable:

Certificate Applicable Course

COURSE CONTENT

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. Demonstrate basic reading and writing needed for Spanish language literacy.
2. Use knowledge of basic conventions of print, the alphabet, and corresponding sounds and syllables.
3. Demonstrate fundamental behaviors and study skills needed for school.

Objectives:

At the conclusion of this course, the student should be able to:

1. Read and write the letters of the alphabet in upper and lower case and decode corresponding sounds in Spanish.
2. Recognize and demonstrate basic conventions of writing.
3. Read and fill out personal information on simplified forms and identify important information contained in simple materials from daily life and literature.
4. Identify basic elements of literature orally in read-aloud materials.
5. Adopt basic practices associated with the academic classroom.

Topics and Scope:

I. Reading Skills

A. Sound/symbol correspondence of alphabet

B. Conventions of print

1. Spaces between words

2. Directionality

3. Punctuation

4. Word

5. Sentence

6. Paragraph recognition

C. Orally identify literary elements, make predictions, and analyze a short story or poem read aloud

- D. Story structure of children's literature, folk tales, and simple stories
- E. Expressive language as encountered in simplified literature, poetry, songs, and stories
- F. Matching vocabulary and corresponding pictures
- G. Patterns of spelling
- H. Sight-reading
- I. Simple forms related to school work and the community
- J. Read environmental print (signs, advertisements, menus, etc.)

II. Writing Skills

- A. Conventions of writing: basic punctuation, capitalization, and word spacing
- B. Drafting words and sentences on familiar topics
- C. Completing simple forms related to school, work, and the community
- D. Structuring sentences about students' daily lives
- E. Collaborative story-writing based on topics, themes, and materials covered in class

III. Academic Skills

- A. Following oral and written instructions related to tasks and classroom routines
- B. Group collaboration
- C. Alphabetizing, dictionary, and spelling skills

IV. Vocational Skills

- A. Job applications
- B. Emergency and safety signs
- C. Work schedules and time sheets

Assignment:

A. In-class assignments

1. Language experience stories
2. Presentations of group and individual projects or stories
3. Read aloud and sounding out syllables in words
4. Spelling dictations
5. Separate words into syllables
6. Match pictures with words
7. Sight word cards
8. Unscramble vocabulary words, sentences, or paragraphs
9. Alphabetize individual letters or vocabulary words
10. Surveys and interviews
11. Write "mini-books" using a cloze and drawing representative pictures
12. Label pictures using picture dictionary
13. Develop portfolio of representative writings
14. Complete sentence and paragraph clozes
15. Copy information accurately from board
16. Use of technology to improve reading, spelling, and writing skills

B. Homework Assignments

1. Copy written words, sentences, or paragraphs
2. Complete scaffolded homework assignments
3. Unscramble vocabulary words
4. Alphabetize small word lists
5. Read handouts reviewed in class
6. Fill out simplified forms

C. Exams and Quizzes

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 assignments, filling out basic forms

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.

Exams and quizzes

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:

Basic Oxford Picture Dictionary (Bilingual). 3rd edition. Adelson-Goldstein, Jayme and Shapiro, Norma. Oxford University Press. 2017. (classic).

Primer Paso: Manual Para Jovenes Escritores. Kemper, Dave and Elsholz, Carol. Hampton-Brown. 2009. (classic).

Children's literature, poetry, and traditional songs

Simplified biographies and plays

Instructor prepared materials