

ESL 713 Course Outline as of Fall 2008**CATALOG INFORMATION**

Dept and Nbr: ESL 713 Title: BEG LOW NON-CREDIT ESL
 Full Title: Beginning/Low 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:

This course is a beginning-low communicative grammar, reading and writing course designed for non-native speakers of English with little or no ability to read or write in English at work, school and/or in the community.

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

Description: This course is a beginning-low communicative grammar, reading and writing course designed for non-native speakers of English with little or no ability to read or write in English at work, school and/or in the community. (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:

Not Certificate/Major Applicable

COURSE CONTENT

Outcomes and Objectives:

Upon completion of this course students should be able to:

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 situations.
3. Respond to simple questions surfacing in various community and social interactions.
4. Begin to describe features and locations of people and objects.
5. Use pronouns and present tense verb forms to communicate wants and needs in classroom, workplace and social situations.
6. Recognize and start to use basic conventions of writing and punctuation.
7. Identify learning goals and adopt basic practices associated with the academic classroom.
8. Find and make use of information appearing on common forms related to school, work, and various other administrative areas.
9. Recite activities and times connected to daily routine.

Topics and Scope:

A. Personal Identification

1. Language functions
 - a. telling about oneself
 - b. asking and answering personal questions
2. Language structures related to personal identification such as question formation, present tense verbs and personal pronouns
3. Skills and strategies related to personal identification
 - a. reading and writing about age
 - b. reading and writing about place of origin

- c. reading and writing about marital status
- d. reading and writing about address

4. Vocabulary

- a. countries, states, cities
- b. dates
- c. marital status
- d. personal description

B. School

1. Language functions

- a. learning basic classroom commands and instructions
- b. asking for help
- c. setting learning goals

2. Language structures related to school such as adverbs of frequency, "like" + infinitive and commands

3. Skills and strategies

- a. reading for details
- b. alphabetizing
- c. using a dictionary
- d. developing study skills
- e. beginning to use basic punctuation rules

4. Vocabulary

- a. classroom objects and subjects of study
- b. classroom action verbs

C. Family

1. Language functions

- a. telling about one's family
- b. describing physical characteristics of family members

2. Language structures related to family such as prepositions of time, use of adjectives and possessives

3. Skills and strategies

- a. reading and writing about family relationships on the sentence level
- b. reading a chart

4. Vocabulary

- a. family members and adjectives
- b. nouns related to physical description

D. Work

1. Language functions

- a. telling about daily routine
- b. asking for clarification
- c. telling time
- d. making requests

2. Language structures related to work such as daily routine/simple present action verbs, "can" + verb and "at" with time

3. Skills and strategies

- a. putting daily events in chronological order
- b. learning work schedules and other related forms

4. Vocabulary

- a. professions
- b. tools
- c. skills

E. Community

1. Language functions
 - a. talking about locations
 - b. talking about medical and health-related issues
 - c. following directions
 - d. saying prices
 - e. expressing likes and dislikes
 - f. asking for repetition
2. Language structures related to community such as present continuous and prepositions of location
3. Skills and strategies
 - a. reading maps
 - b. reading labels
 - c. reading signs
4. Vocabulary
 - a. community resources and services
 - b. food items
 - c. clothing items
 - d. body parts relevant to medical needs

Assignment:

Assignments may include:

A. In-class assignments

1. Speaking
 - a. oral presentations of individual and group projects and interviews related to personal identification information
 - b. oral descriptions from pictures of people and objects
 - c. responding to basic questions during a simulated job interview
2. Listening
 - a. listening to taped interviews of ESL students on the theme of personal identification
 - b. listening for vocabulary items in songs in English
 - c. listening for detail in following simple classroom-related directions
3. Reading
 - a. reading sentences and short paragraphs about daily life within the contexts of family, work, school and community
 - b. reading for detail using forms, schedules and brochures related to students' lives
 - c. taking multiple-choice tests
4. Writing
 - a. composing short sentences including personal information
 - b. responding in writing with short sentences to visual prompts of people and objects
 - c. editing sentences for punctuation
 - d. developing portfolio of representative writings

B. Homework Assignments

1. Speaking
 - a. requesting information and leaving phone messages related to family, work, school and social situations
 - b. interviewing a family member or friend in English
2. Listening

- a. listening to radio programs in English
- b. calling "800" numbers to listen to recorded information
- 3. Reading
 - a. daily reading in "Easy English" newspapers
 - b. reading signs, labels, bumper stickers and other examples of environmental print
- 4. Writing
 - a. filling out forms connected to work, school and community situations
 - b. completing written exercises on grammar, vocabulary and writing mechanics related to in-class assignments
 - c. filling in cloze activities for writing
- 5. Self-study through DVD viewing and corresponding homework packets that support communication in English for various life skills topics.

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, Journals, in-class/free writings.

Writing
10 - 20%

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

Homework problems, Cooperative group work and projects

Problem solving
20 - 30%

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

Class performances, Performance exams, Independent projects related to community services

Skill Demonstrations
25 - 35%

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

Multiple choice, True/false, Matching items, Completion, Essays

Exams
15 - 25%

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

Attendance, participation, student portfolios

Other Category
15 - 25%

Representative Textbooks and Materials:

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

COLLABORATIONS: ENGLISH IN OUR LIVES, BEG. 1 STUDENT BOOK, Huizenga and

Weinstein-Shr, Heinle & Heinle, 1996

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

THE NEW GRAMMAR IN ACTION, Foley and Neblett, Heinle & Heinle, 1998

VERY EASY TRUE STORIES #1, Heyer, Addison-Wesley Longman, 1998

Instructor-prepared materials

Putting English To Work 1 video series

English For All video series