

CATALOG INFORMATION

Dept and Nbr: ESL 712

Title: BEG NC ESL LITERACY

Full Title: Beginning Non-Credit ESL Literacy

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 for students who may have some oral proficiency in English, but who lack reading and writing skills in English due to limited transfer skills in first language. Designed for non-native speakers of English.

Prerequisites/Corequisites:

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:
Description: This course is for students who may have some oral proficiency in English, but who lack reading and writing skills in English due to limited transfer skills in first language. Designed for non-native speakers of English. (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:
Not Certificate/Major Applicable

COURSE CONTENT

Outcomes and Objectives:

Upon completion of this course students should be able to:

1. Read and write the letters of the alphabet in upper and lower case and discriminate between their corresponding sounds in English.
2. Express data related to personal information.
3. Demonstrate comprehension of simple words, phrases and questions drawn from familiar material used in the contexts of classroom, workplace and community.
4. Respond to simple yes/no questions in various community and social interactions.
5. Use personal pronouns and basic present tense forms to communicate simple needs and desires.
6. Recognize basic conventions of writing.
7. Identify learning goals.
8. Adopt basic practices associated with the academic classroom.
9. Read and fill out basic forms related to school, work and health.
10. Talk about activities connected to daily routine.

Topics and Scope:

A. Introduction to Personal Identification

1. Language functions
 - a. asking and answering basic personal questions
 - b. expressing preferences about free-time activities
2. Language structures related to personal identification such as present tense verbs and question formation
3. Literacy skills and strategies
 - a. saying, reading and writing the alphabet
 - b. recognizing capital and lower-case letters
4. Vocabulary

- a. personal description
- b. activities and hobbies
- B. Introduction to School
 - 1. Language functions
 - a. learning basic classroom commands and instructions
 - b. asking for help
 - 2. Language structures related to school such as adverbs of frequency, singular and plural nouns and question formation
 - 3. Literacy skills and strategies
 - a. saying, reading and writing numbers and phone numbers
 - b. saying, reading and writing significant dates
 - c. saying, reading and writing learning goals
 - 4. Vocabulary
 - a. classroom objects
 - b. classroom action verbs
 - c. numbers
 - d. dates
- C. Introduction to the Family
 - 1. Language functions
 - a. identifying family members
 - b. telling about one's family
 - 2. Language structures related to the family such as present tense verb "be" and subject and possessive pronouns
 - 3. Literacy skills and strategies
 - a. saying, reading and writing addresses
 - b. saying, reading and writing about country of origin
 - 4. Vocabulary
 - a. family members and ages
 - b. geographical locations
 - c. addresses
- D. Introduction to Work
 - 1. Language functions
 - a. telling time
 - b. describing daily routine
 - c. asking and answering questions about schedules
 - d. describing job skills and abilities
 - 2. Language structures related to work such as information ("wh-") questions, prepositions of time and simple present
 - 3. Literacy skills and strategies
 - a. saying, reading and writing about time
 - b. saying, reading and writing days of the week
 - c. saying, reading and writing about daily and weekly schedules
 - 4. Vocabulary
 - a. time
 - b. days of the week
 - c. daily activities at home and work
 - d. names of occupations
- E. Introduction to Community
 - 1. Language functions
 - a. saying and asking about prices
 - b. identifying food
 - c. identifying clothing

- d. expressing likes and dislikes
- e. asking for repetition
- f. talking about health needs
- 2. Language structures related to community such as question formation and simple present
- 3. Literacy skills and strategies
 - a. saying, reading and writing about coins, bills and prices
 - b. reading about and comparing prices in advertisements
- 4. Vocabulary
 - a. food items
 - b. clothing
 - c. body parts
 - d. ailments
 - e. money
 - f. safety signs

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

Assignment:

A. In-class assignments may include:

- 1. Speaking
 - a. participate in simple oral activities focusing on a specific topic and/or grammar feature, demonstrating comprehension and production
 - b. survey classmates related to topics and scope
 - c. participate in simple role-plays relating to familiar material
- 2. Listening
 - a. listen for detail in following simple, classroom-related directions
 - b. respond through actions to oral prompts
 - c. manipulate pictures or graphics in response to oral directions
 - d. 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. write the letters of the alphabet in upper and lower case
 - b. fill out basic forms
 - c. participate in information-gathering on a specific topic
 - d. write simple sentences related to familiar topics and begin to develop a portfolio of writings
 - e. test taking

B. Homework assignments may include:

- 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. read mail
- 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

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, filling out basic forms

Writing
20 - 30%

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

Group work and creation of dialog and role-plays

Problem solving
10 - 15%

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

Class performances, Listening to and following simple instructions

Skill Demonstrations
30 - 35%

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

Multiple choice, Matching items, Completion, Holistically-scored writing

Exams
15 - 25%

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

Attendance, participation, student portfolios

Other Category
10 - 20%

Representative Textbooks and Materials:

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

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

ESL LITERACY, Nishio, Longman, 1998

VERY EASY TRUE STORIES, Heyer, Longman, 1999

THE BASIC OXFORD PICTURE DICTIONARY with the Basic Oxford Picture

