

ESL 715 Course Outline as of Fall 2008**CATALOG INFORMATION**

Dept and Nbr: ESL 715

Title: INT LOW NC ESL

Full Title: Intermediate/Low Non-Credit English as a Second Language

Last Reviewed: 10/27/2025

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 non-credit intermediate-low class is designed for non-native speakers of English who are able to function satisfactorily in the use of English in basic survival situations related to their immediate needs.

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

Description: This non-credit intermediate-low class is designed for non-native speakers of English who are able to function satisfactorily in the use of English in basic survival situations related to their immediate needs. (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. Communicate effectively in a variety of social, academic and work-related situations with minimal grammatical errors that do not interfere with meaning.
2. Begin to describe personal abilities on the job, at home and at school.
3. Identify strategies for finding a job or improving one's position at work.
4. Begin to identify main ideas and supporting details from a reading.
5. Begin to write a paragraph using correct form, incorporating a main idea and several related ideas.

Topics and Scope:

A. Personal Identification

1. Language functions
 - a. describing current situation and recent experiences in life
 - b. expressing long-term goals
 - c. describing places
2. Language structures related to personal identifications such as introduction to present perfect; verbs of intent: "hope," "want," and "would like" + infinitive; "should," "can," "could," "will," and "going to" to make suggestions.
3. Skills and strategies
 - a. making comparisons
 - b. brainstorming and grouping information
 - c. previewing a text by asking questions
 - d. capitalization, punctuation
 - e. writing a short paragraph with main idea and related details

4. Vocabulary

- a. countries/nationalities
- b. verbs, nouns and adjectives to express feelings and articulate goals

B. School

1. Language functions

- a. relating personal experiences and methods of learning English
- b. telling about past decisions
- c. explaining a method
- d. asking for and clarifying information

2. Language structures related to school such as past continuous, present and past ability with "can/could" and "is/was able to" and information questions with "when", "where", "why", and "how often"

3. Skills and strategies

- a. reading, writing and speaking about strategies for learning English
- b. expressing an opinion
- c. scanning narratives, non-fiction passages and catalogues for specific information
- d. pooling and comparing information

4. Vocabulary

- a. words for learning styles and methods
- b. words to express abilities
- c. academic terms such as "draft," "revise" and "edit"
- d. introduction to computer terminology such as "mouse," "click," "application" and "desktop"

C. Family

1. Language functions

- a. telling about one's family
- b. comparing with "like"
- c. agreeing/disagreeing
- d. talking about future possibilities

2. Language structures related to family such as past with "used to," "must/have to," "if" with future possibility and compound sentences with "and" and "but"

3. Skills and strategies

- a. reading and responding to passages about family relationships
- b. giving opinions
- c. solving problems
- d. reading and analyzing graphs and charts
- e. connecting one's own experience with a text

4. Vocabulary

- a. language to describe family relationships and bonds
- b. verbs to describe responsibilities
- c. verbs for household chores

D. Work

1. Language functions

- a. telling about one's job/past experiences
- b. finding work
- c. explaining job abilities
- d. discussing/examining job benefits

2. Language structures related to work such as present perfect,

present perfect continuous, gerunds and infinitives and direct speech

3. Skills and strategies

- a. guessing meaning of work-related vocabulary, in context
- b. pre-reading and predicting the content of a text
- c. analyzing reading passages and connecting ideas to personal experience
- d. writing paragraphs about an ideal job

4. Vocabulary

- a. words to describe job qualifications
- b. job benefits
- c. verbs for finding jobs

E. Community

1. Language functions

- a. talking about problems in one's community
- b. suggesting solutions
- c. describing favorite places and neighbors

2. Language structures related to community such as comparative adjectives, phrases of purpose with "to" and "for" and phrases of quantity and proportion ("many," "most," etc.)

3. Skills and strategies

- a. listing information
- b. reading and responding to narratives and non-fiction about community and civic-related events
- c. comparing specific conditions
- d. reading about and analyzing problems related to cultural stereotypes

4. Vocabulary

- a. places to live
- b. places to shop
- c. items in a store
- d. adjectives to describe communities
- e. language to express community concerns and problem-solving strategies

Assignment:

Assignments may include:

A. In-class assignments

1. Speaking

- a. group presentations of projects related to themes
- b. role-plays related to negotiating and accessing community resources

2. Listening

- a. listening and retelling from narratives and non-fiction passages
- b. calling community resources and reporting information learned

3. Reading

- a. interpreting graphs, catalogues and other authentic materials
- b. reading for main ideas and supporting details
- c. taking multiple-choice objective exams

4. Writing

- a. composing paragraphs with a main idea and several related details
 - b. editing for punctuation
 - c. composing compound sentences
 - d. free writing in journals
 - e. compiling portfolios of representative writings
- B. Homework Assignments**
1. Speaking
 - a. interviewing representatives of community agencies
 - b. planning and preparing group presentations on themes related to course themes
 2. Listening
 - a. listening to news programs and documentaries in English
 - b. calling human service organizations to find out specific information
 3. Reading
 - a. reading and responding to simple newspaper articles and other non-fiction
 - b. skimming and scanning passages for main ideas and details
 4. Writing
 - a. writing paragraphs in response to readings
 - b. completing written exercises on grammar, vocabulary and writing mechanics related to in-class assignments
 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, Workbooks, journals, short paragraphs	Writing 10 - 20%
Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.	
Homework problems, In-class projects, oral presentations, group work	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 use of language, editing	Skill Demonstrations 25 - 35%

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

Multiple choice, True/false, Matching items, Completion

Exams
15 - 25%

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

Participation, attendance, portfolios

Other Category
15 - 25%

Representative Textbooks and Materials:

CLEAR SPEECH, Jan Huizenga, Heinle, 1997

COLLABORATIONS: INTERMEDIATE I, Huizenga & Bernard-Johnston, Heinle, 1996

COMPOSITION PRACTICE #1, Blanton, Heinle, 2001

FOR YOUR INFORMATION #1, Blanchard & Root, Longman, 2003

GRAMMAR IN ACTION #1 & 2, Foley, Heinle, 1998

GRAMMARWORK #3 & 4, Breyer, Prentice Hall, 1995

STAND OUT, #2, STANDARDS-BASED ENGLISH, Jenkins & Sabbagh, Heinle, 2002

WRITE FROM THE START, Blot & Davidson, Heinle, 1994

Putting English To Work 1 video series

English For All video series

Instructor-prepared materials