

ESL 716 Course Outline as of Fall 2008**CATALOG INFORMATION**

Dept and Nbr: ESL 716

Title: INT HIGH NC ESL

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

Last Reviewed: 3/17/2022

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:

Intermediate-High is for students with enough ability in the use of English to function independently in most familiar situations. Particular emphasis on students' ability to create new language from their own oral and written ideas using basic forms already learned. Designed for non-native speakers of English.

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

Description: Intermediate-High is for students with enough ability in the use of English to function independently in most familiar situations. Particular emphasis on students' ability to create new language from their own oral and written ideas using basic forms already learned. 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. Describe personal experience, past and present, with minimal grammatical or pronunciation problems.
2. Relate past and present experience to personal, vocational and academic goals/aspirations, and identify steps for achieving long-term goals and future possibilities.
3. Identify issues and problems in the community and workplace; develop and express appropriate strategies for problem-solving using available community resources.
4. Identify main ideas and supporting details in a variety of narrative and expository reading materials.
5. Comprehend and complete standard forms used in academic, employment and government settings.
6. Write an organized paragraph (topic sentence, related details and a conclusion) on a specified topic using appropriate end punctuation, capitalization and grammar in final draft.

Topics and Scope:

A. Personal Identification

1. Language functions
 - a. describing one's present life situation and connecting it to the past and future
 - b. expressing future goals and aspirations and steps for achieving them
2. Language structures related to self such as present perfect, verbs of intent, and modal auxiliaries (politeness, ability and

possibility)

3. Skills and strategies

- a. recognizing formal vs. informal speech
- b. using appropriate capitalization and punctuation
- c. pre-writing techniques, e.g. free writing and listing
- d. writing paragraphs with a topic sentence, supporting detail and concluding sentence

4. Vocabulary

- a. descriptive language related to current and past personal experiences
- b. synonyms and antonyms describing personal characteristics

B. School

1. Language functions

- a. describing past and present school experience
- b. communicating with appropriate school personnel to get information
- c. identifying personal academic strengths and weaknesses
- d. defining academic goals and steps to achieve them

2. Language structures related to education such as verb + infinitive; verb + gerund; verb tense shifts; serial order of events; modal auxiliaries (permission, probability, and necessity), question forms, including indirect speech; and articles and demonstratives; "some/any" with nouns

3. Skills and strategies

- a. using language strategies for group work such as questioning, interrupting and expressing disagreement
- b. effective study skills including organizing materials, time management and establishing priorities
- c. independently using educational resources including the library and computer labs when available
- d. using the internet as an informational resource
- e. writing paragraphs about academic and vocational aspirations

4. Vocabulary

- a. terms to describe aspects of college curriculum, e.g. "prerequisite," and "credit"
- b. terms to describe academic policies and procedures, e.g. "plagiarism" and "matriculation"
- c. terms to describe basic elements of "computer literacy"

C. Family (and Culture)

1. Language functions

- a. describing relationships within family structure, e.g. "generations," "siblings," "in-laws"
- b. comparing and contrasting cultural differences between country of origin and USA
- c. explaining personal process of acculturation and/or assimilation

2. Language structures related to family and culture such as verb tenses, e.g. past tense with "used to," past perfect and time clauses

3. Skills and strategies

- a. using charts and Venn diagrams to compare and contrast information from readings and/or group discussions

- b. pre-writing techniques e.g. word maps and outlining
- c. skimming and scanning narratives and non-fiction passages for specific information
- d. writing paragraphs to interpret a reading passage

4. Vocabulary

- a. terms to describe traditions, customs and beliefs
- b. dates and numbers, e.g. cardinal and ordinal, numeric and alphabetic forms

D. Work

1. Language function

- a. identifying occupations including duties, skills, training and pay
- b. describing ways to get a job e.g. search, networking, applying, interviewing
- c. expressing job-related needs e.g. training, evaluation, and "speaking up"
- d. explaining workers' rights, responsibilities and resources

2. Language structures related to work such as adverbs of intensity, spoken vs. written language; formal vs. informal language; writing forms and conventions

3. Skills and strategies

- a. using politeness conventions to engage in group work
- b. using clarification strategies
- c. using appropriate format, punctuation and capitalization to write business letters and resumes
- d. using the internet for research skills (career options, workers' rights and responsibilities)

4. Vocabulary

- a. job-seeking terms
- b. terms related to training, supervision and evaluation
- c. terms related to benefits, worker protection, taxes, dues

E. Community

1. Language functions

- a. describing living situations, e.g. "address," "rent/own," "multi-family," and "neighborhood"
- b. identifying essential services e.g. utilities, public safety
- c. describing community resources, e.g. "courts," "non-profits" and "media"
- d. accessing and communicating with various constituencies, e.g. neighbors, officials, emergency personnel, store personnel and service representatives
- e. describing emergency situations, e.g. earthquake, accident, criminal activity, injuries and medical condition
- f. understanding, filling out and negotiating standardized documents and forms such as leases, loan agreements and court orders

2. Language structures related to community e.g. tense shifts within a sentence or paragraph, modals of obligation, permission, probability, sentence construction including dependent clauses, parallel structure and run-on sentences

3. Skills and strategies

- a. using standard formats for numbers such as dates, zip codes

- and telephone numbers
- b. questioning, clarifying information and negotiating in spoken English
- c. applying reading strategies to various types of narratives and expository reading passages
- d. guessing meaning of new vocabulary from context
- e. analyzing and interpreting new concepts from readings and discussions
- f. using non-verbal clues to facilitate understanding in one-to-one and/or group discussions
- g. beginning to write well-developed paragraphs (or series of related paragraphs) about community-related concerns and problem-solving strategies
- 4. Vocabulary
 - a. terms to describe place of residence in context of larger community
 - b. terms to describe standard components of a local community and/or region
 - c. names of basic institutions, companies, services and utilities
 - d. terms for processes and activities involving community interaction, e.g. petitions, volunteerism

Assignment:

Assignments may include:

A. In-class assignments

1. Speaking
 - a. posing questions, responding to questions
 - b. describing, explaining, analyzing language structures, vocabulary, topics or issues
 - c. pair-work and small group discussion
 - d. oral presentations on topics and issues from the curriculum
 - e. interviews and surveys
 - f. role plays, speeches, skits
2. Listening
 - a. responding to in-class practice exercises
 - b. informal conversations with classmates and teacher
 - c. responding to taped materials
 - d. responding to various accents, levels of formality, etc.
3. Reading
 - a. skimming various types of material for gist (general meaning)
 - b. scanning various types of material for specific details
 - c. analysis and interpretation to identify main idea and details
 - d. introduction to various types of reading styles such as expository passages and poetry
 - e. interpretation of charts, tables, graphs, graphics, inserts and footnotes
 - f. introduction to components of published materials such as tables of contents, indexes and copyrights
 - g. objective tests
4. Writing
 - a. composing sentences, paragraphs and essays

- b. dictations (as models of correct grammar, format and punctuation)
 - c. completing standardized/formal documents such as loan applications and leases
 - d. composing various types and styles of written material including letters, notes and e-mail
 - e. creating a class newspaper, newsletter or promotional brochure
- B. Homework**
1. Speaking
 - a. asking for information over the telephone
 - b. leaving messages on an answering machine
 - c. interviewing/surveying people in the community
 - d. obtaining/requesting information outside the classroom to solve a problem
 2. Listening
 - a. listening to recorded information and responding to telephone menu prompts
 - b. listening to radio, TV, music and live entertainment in English
 - c. obtaining accurate information from sources in the community (e.g. prices and directions)
 3. Reading a wide variety of written materials in English (e.g. newspapers, magazines, TV, Internet, advertisements, labels, brochures, signs and other environmental written messages)
 4. Writing
 - a. written assignments as follow-up to in-class instruction including textbook exercises and worksheets
 - b. practical and/or creative writing assignments such as recipes, directions, absence notes and poetry
 - c. journal entries
 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 work, practice worksheets

Writing
10 - 20%

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

Homework problems, "Jigsaw" (information gap), group work, 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 use of language, editing, assisting

Skill Demonstrations
25 - 35%

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

Multiple choice, True/false, Matching items, Completion, Sequencing, categorize/classify, writing samples

Exams
15 - 25%

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

Sequence, categorize/classify, writing samples

Other Category
15 - 25%

Representative Textbooks and Materials:

THE NEW GRAMMAR IN ACTION 2, Foley & Neblett, Heinle & Heinle, 1998

BASIC ENGLISH GRAMMAR, 2ND EDITION, Azar, Pearson Education, 1996

MORE GRAMMAR PRACTICE, Books 1 & 2, Heinle & Heinle, 2001

LISTEN TO ME, Foley, Heinle & Heinle, 1998

GOOD NEWS, BAD NEWS, Barnard, Oxford University Press, 1998

CELEBRATE WITH US, Kennedy, Contemporary Books, 1996

Putting English To Work 1 video series

English For All video series

Instructor-prepared materials