

CATALOG INFORMATION

Dept and Nbr: ESL 701

Title: SPANISH LANG. LITERACY

Full Title: Development of Literacy Skills for Native Spanish Speakers

Last Reviewed: 3/25/2024

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	0	Lecture Scheduled	0	17.5	Lecture Scheduled	0
Minimum	0	Lab Scheduled	6.00	1	Lab Scheduled	105.00
		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: 0.00

Total Student Learning Hours: 105.00

Title 5 Category: Non-Credit

Grading: Non-Credit Course

Repeatability: 27 - Exempt From Repeat Provisions

Also Listed As:

Formerly:

**Catalog Description:**  
Development of literacy skills in native language. Includes reading, writing, and survival skills necessary for success in workplace, academic and social settings. Designed for native Spanish speakers.

**Prerequisites/Corequisites:**

**Recommended Preparation:**

**Limits on Enrollment:**

**Schedule of Classes Information:**  
Description: Development of literacy skills in native language. Includes reading, writing, and survival skills necessary for success in workplace, academic and social settings. Designed for native Spanish speakers. (Non-Credit Course)  
Prerequisites/Corequisites:  
Recommended:  
Limits on Enrollment:

Transfer Credit:  
Repeatability: Exempt From Repeat Provisions

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>	Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>IGETC:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>CSU Transfer:</b>		Effective:	Inactive:
<b>UC Transfer:</b>		Effective:	Inactive:

**CID:**

**Certificate/Major Applicable:**  
Certificate Applicable Course

## **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 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:**

#### **A. Reading Skills**

1. Sound/symbol correspondence of alphabet
2. Conventions of print (spaces between words, directionality, punctuation, word, sentence, and paragraph recognition)
3. Orally identify literary elements, make predictions and analyze a short story or poem read aloud
4. Story structure of children's literature, folk tales, and simple stories
5. Expressive language as encountered in simplified literature, poetry, songs, and stories
6. Matching vocabulary and corresponding pictures
7. Patterns of spelling
8. Sight-reading
9. Simple forms related to school work and the community
10. Read environmental print (signs, advertisements, menus, etc.)

#### **B. Writing Skills**

1. Conventions of writing: basic punctuation, capitalization, and word spacing
2. Drafting words and sentences on familiar topics
3. Completing simple forms related to school, work and the community

4. Structuring sentences about students' daily lives
5. Collaborative story-writing based on topics, themes and materials covered in class

#### C. Academic Skills

1. Following oral and written instructions related to tasks and classroom routines
2. Group collaboration
3. Alphabetizing, dictionary, and spelling skills

#### D. Vocational Skills

Topics may include:

1. Job applications
2. Emergency and safety signs
3. Work schedules and time sheets

### **Assignment:**

Assignments may include:

#### A. In-class assignments

1. Language experience stories
2. Presentations of group and individual projects or stories
3. Reading 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-book" using a cloze and drawing representative pictures
12. Label pictures using picture dictionary
13. Developing portfolio of representative writings
14. Complete sentence and paragraph clozes
15. Copying information accurately from board.
16. Objective exams and quizzes
17. Use of technology using the internet, literacy websites and software 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

### **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  
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.

Multiple choice, true/false, matching items, completion

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), Shapiro and Adelson-Goldstein, Oxford, University Press, 2008

Instructor-prepared materials

Children's literature, poetry, and traditional songs

Simplified biographies and plays

Instructor prepared materials