

**ESL 713 Course Outline as of Fall 2019****CATALOG INFORMATION**

Dept and Nbr: ESL 713 Title: LOW BEGIN NONCREDIT ESL

Full Title: Low Beginning 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	5.50	17.5	Lecture Scheduled	96.25
Minimum	0	Lab Scheduled	0	8	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	5.50		Contact Total	96.25
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 192.50

Total Student Learning Hours: 288.75

Title 5 Category: Non-Credit

Grading: Non-Credit Course

Repeatability: 27 - Exempt From Repeat Provisions

Also Listed As:

Formerly:

**Catalog Description:**

Beginning-Low Non-Credit English as a Second Language is for non-native speakers of English with little or no ability to function independently in English in everyday situations.

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

Description: Beginning-Low Non-Credit English as a Second Language is for non-native speakers of English with little or no ability to function independently in English in everyday situations. (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>	<b>Effective:</b>	<b>Inactive:</b>
<b>CSU GE:</b>	<b>Transfer Area</b>	<b>Effective:</b>	<b>Inactive:</b>

<b>IGETC:</b>	<b>Transfer Area</b>	<b>Effective:</b>	<b>Inactive:</b>
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<b>CSU Transfer:</b>	<b>Effective:</b>	<b>Inactive:</b>
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<b>UC Transfer:</b>	<b>Effective:</b>	<b>Inactive:</b>
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**CID:**

**Certificate/Major Applicable:**

Certificate Applicable Course

## **COURSE CONTENT**

### **Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Read and interpret simple passages and reading materials needed in daily life.
2. Compose a series of related sentences on a familiar topic and fill out simple forms.
3. Demonstrate level-appropriate listening & speaking skills needed to communicate in real life settings at school, work and in the community.
4. Demonstrate basic study skills needed in school environments.

### **Objectives:**

Upon completion of this course students will be able to:

1. Identify the main idea in a reading passage on a familiar topic.
2. Use reading strategies to determine the meaning of new words in familiar contexts.
3. Use level-appropriate pre-writing skills to brainstorm and group ideas on familiar topics.
4. Use basic verb tenses and simple conventions of writing and/or punctuation to write a series of related sentences on a familiar topic and fill out basic forms.
5. Initiate and conduct a simple conversation or interview with an employer, medical provider or school official at a basic level.
6. Identify personal and vocational goals for learning English.
7. Use appropriate pronunciation to communicate at a basic level at work, school and in the community.
8. Demonstrate appropriate academic and study skills required in school settings.
9. Demonstrate culturally appropriate behaviors, both in class and out.

### **Topics and Scope:**

#### **I. Listening and Speaking Skills**

- A. Basic speaking and listening skills needed to communicate in a variety of social contexts including community and/ or vocational settings using level-appropriate grammar:
  1. giving personal information about self and family
  2. following directions
  3. stating job skills

4. explaining an absence
  5. making an appointment
  6. requesting information
  7. stating health needs
  8. sharing preferences
  9. sharing personal and vocational goals for learning English
- B. Vocabulary development related to daily and cultural life that may include family, friends, neighborhood, work, shopping, housing and community resources using level appropriate grammar
- C. Pronunciation skills
1. recognize and produce problematic vowel and consonant sounds (such as final -s, final -ed, b/v, sh/ch)
  2. phonemic awareness; voiced and unvoiced consonants and minimal pairs
  3. use of appropriate syllable stress (pronunciation of numbers, months, days, etc.)
  4. sound/spelling patterns

## II. Reading Skills

- A. Basic pre-reading skills including skimming and scanning
- B. Main ideas and related details in simple fiction and non-fiction reading passages
- C. Short narratives and simplified materials (e.g., calendars, schedules, charts and brochures) related to work, school, home and the community
- D. Vocabulary building strategies including the use of contextual clues to determine the meaning of unfamiliar words
- E. Alphabetizing and using a picture dictionary
- F. Spelling patterns

## III. Writing Skills

- A. Process writing: brainstorming, categorizing, drafting, revising and editing at a basic level
- B. Short, controlled writings consisting of 3-5 related sentences on familiar topics related to daily life, personal experiences and family stories
- C. Vocabulary development, including synonyms, antonyms and other descriptive language
- D. Simple forms and materials related to school, work and the community
- E. Verb tenses and language structures needed to write simple sentences on topics related to school, work and the community may include:
1. simple present tense
  2. present continuous
  3. simple past tense
  4. future tense
  5. common modals
  6. like + infinitive
  7. there is/there are
  8. singular and plural nouns
  9. prepositions
  10. personal and possessive pronouns
  11. question formation
  12. requests

## IV. Academic Skills

- A. Group work
- B. Organizational skills (organizing a binder, making a study calendar)
- C. Study skills
- D. Basic classroom vocabulary, commands and instructions

## V. Cultural Skills

- A. Culturally appropriate norms of interviews and conversation (formal and informal)
- B. Reading, writing and speaking about cultural similarities and differences

## VI. Vocational Skills

Topics may include:

- A. Articulating job skills and activities
- B. Applications and other simple forms
- C. Emergency and safety signs and warnings
- D. Work schedules
- E. Calling in sick
- F. Giving and following basic directions, both orally and in writing
- G. Asking for clarification
- H. Requesting and offering assistance
- I. Knowing your rights at work

## Assignment:

This course will emphasize student-centered activities designed to develop reading, writing, listening, speaking and pronunciation skills. The following represent the types of assignments that may be included:

### I. In-class work:

- A. Vocabulary building exercises
- B. Pair and group activities
- C. Role plays
- D. Surveys and interviews
- E. Problem-solving activities in small groups
- F. Language experience stories
- G. Response to stories on themes related to real-life situations
- H. Objective exams and quizzes
- I. Oral and written descriptions from pictures and real-life situations
- J. Developing portfolio of representative writings
- K. Use of technology such as the Internet, ESL websites and software to improve reading, listening, vocabulary, spelling, conversation and pronunciation skills

### II. Homework:

- A. Surveys and interviews
- B. Reading exercises
- C. Grammar exercises
- D. Request information from school and community resources
- E. Reading signs, labels, bumper stickers and other examples of environmental print
- F. Individual recordings using voicemail
- G. Listening to TV and radio programs in English

## 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, listening exercises with corresponding activities

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.

Objective exams and weekly quizzes

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:**

Stand Out 1. 3rd ed. Jenkins, Rob and Johnson, Staci. National Geographic. 2016

Touchstone 1. 2nd ed. McCarthy, Michael and McCarten, Jeanne and Sandiford, Helen. Cambridge University Press. 2014

Interchanges Level 1. 4th ed. Richards, Jack and Hull, Jonathan and Proctor, Susan. Cambridge University Press. 2012 (classic)

English in Action, Level 1. Foley, Barbara and Neblett, Elizabeth. Cengage. 2010 (classic)

Center Stage 1 & Practice Book. Frankel, Irene. Pearson. 2007 (classic)

Ventures 1. Bitterlin, Gretchen and Johnson, Dennis and Price, Donna. Cambridge University Press. 2007 (classic)

Basic Oxford Picture Dictionary. 2nd ed. Gramer, Margot. Oxford University Press. 2002 (classic)

The New Grammar in Action 1. Neblett, Elizabeth and Foley, Barbara. Cengage. 1998 (classic)

Instructor prepared materials