

ESL 715 Course Outline as of Fall 2019**CATALOG INFORMATION**

Dept and Nbr: ESL 715 Title: LOW INTERMEDIATE NC ESL

Full Title: Low Intermediate 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:

Intermediate-Low, Non-Credit English as a Second Language is for non-native speakers of English with the ability to function independently in everyday situations using English.

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

Description: Intermediate-Low, Non-Credit English as a Second Language is for non-native speakers of English with the ability to function independently in everyday situations using 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:

Certificate Applicable Course

COURSE CONTENT

Student Learning Outcomes:

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

1. Use reading, writing, speaking and listening skills to understand and communicate ideas in personal, academic and vocational settings
2. Use appropriate cultural skills in interactions at work, school and community
3. Demonstrate study skills needed for success in academic environments

Objectives:

Upon completion of this course students will be able to:

1. Identify the main idea and supporting details in fiction and non-fiction reading selections
2. Use a variety of strategies to determine the meaning of new words and phrases
3. Employ level-appropriate pre-writing skills to brainstorm and organize ideas on a topic or theme covered in class
4. Utilize a variety of verb tenses, grammatical structures and conventions of writing and punctuation in an organized paragraph
5. Complete complex forms related to personal, vocational and/or academic needs
6. Initiate a level-appropriate conversation in informal and/or academic or professional settings, such as making “small-talk” and conducting informational interviews
7. Articulate academic, vocational and personal goals and steps needed to achieve them
8. Use appropriate pronunciation, intonation and word stress to communicate more effectively in conversations at work, school and in the community
9. Demonstrate culturally appropriate behaviors

Topics and Scope:

I. Listening and Speaking Skills

- A. Practice speaking and listening skills needed in the community and/or in professional or academic settings, using level appropriate grammar
 1. making an appointment with a counselor and/or instructor
 2. requesting and/or clarifying information
 3. stating vocational and/or academic goals

4. interview skills
 - B. Vocabulary development related to personal, academic, professional and cultural life
 1. Community or school-related issues
 2. co-workers and/or friends
 3. work
 4. housing
 5. community resources
 6. culturally appropriate considerations
 - C. Pronunciation Skills
 1. word stress and syllabication
 2. sound/spelling patterns
 3. intonation in questions and statements (content words and function words)
 4. recognition and production of problematic vowel and consonant sounds (final -ed, etc.)
 5. phonemic awareness (voiced/unvoiced consonants)
- II. Reading Skills
- A. Skimming, scanning and predicting
 - B. Identification of main ideas and supporting details in selections of fiction and non-fiction
 - C. Analysis of narratives and authentic materials (e.g., schedules, financial aid information, brochures)
 - D. Use of vocabulary building strategies, including the use of contextual clues and word analysis (prefixes and suffixes) to determine the meaning of unfamiliar words
 - E. Recognition of spelling patterns
- III. Writing Skills
- A. Process writing including brainstorming, organizing, drafting, revising, editing.
 - B. Paragraphs consisting of a main idea, supporting details and a conclusion on topics related to personal experiences, work, vocational goals, responses to literature and/or other writing prompts.
 - C. Completion of authentic forms, applications and materials related to school, work and the community.
 - D. Verb tenses and language structures needed to write a paragraph and/or multiple paragraphs on topics related to themes in literature, academic goals and pursuits, school, and/or community concerns:
 1. present perfect
 2. present perfect continuous
 3. simple and continuous past, present and future tenses
 4. modals
 5. pronouns (subject, object, possessive)
 6. adjectives (descriptive, demonstrative, possessive)
 7. time phrases
 8. transitions (first, second, then, finally)
 9. interrogatives
- IV. Academic Skills
- A. Language of group work
 - B. Organizational skills
 - C. Study skills, including note-taking
 - D. Vocabulary needed to communicate with academic personnel
 - E. Academic, professional and personal goals
- V. Cultural Skills
- A. Formal and informal speech including conversational norms used in various contexts
 - B. Reading and writing activities related to culture
 - C. Culturally appropriate skills including discussion of cultural similarities and differences, cultural differences at work, nonverbal communication, appropriate distance, eye contact

and other gestures

VI. Vocational Skills

Topics May Include:

- A. Interview skills, including articulating job skills and abilities
- B. Applications and resumes
- C. Job search skills
- D. Signs and warnings
- E. Problem solving at work, including reporting an accident and/or a dangerous situation and/or negotiating a schedule
- F. Giving and following directions, both orally and in writing
- G. Asking for clarification and/or checking for understanding
- H. Requesting and offering assistance
- I. Knowing your rights at work

Assignment:

This course will emphasize student-centered activities designed to develop reading, writing and speaking/listening 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, mock interviews and problem-solving activities in small groups
- D. Writing paragraphs
- E. Surveys and interviews
- F. Discussion of and response to readings on a variety of themes related to literature, articles and/or academic or vocational pursuits.
- G. Objective exams (0-8) and quizzes (0-16)
- H. Listening activities
- I. Dictation activities
- J. 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. Individual recordings using voicemail
- F. Listening to TV and radio programs in English
- G. Student portfolios comprised of journals and short writings
- H. Vocabulary logs

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 home listening exercises with corresponding writing activities, journals	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.	
Quizzes and exams: Multiple choice, true/false, matching items, completion exercises, paragraphs	Exams 10 - 20%
Other: Includes any assessment tools that do not logically fit into the above categories.	
Attendance, participation, student portfolios, grammar exercises	Other Category 40 - 50%

Representative Textbooks and Materials:

Weaving it Together 1. 4th ed. Broukal, Milada. Heinle & Heinle. 2016

World English 1. 2nd ed. Chase, Rebecca and Milner, Martin and Johannsen, Kristen. Cengage. 2015

Ventures 3. 2nd ed. Bitterlin, Gretchen and Johnson, Dennis and Price, Donna. Cambridge University Press. 2013 (classic)

English in Action - Level 3. Foley, Barbara and Neblett, Elizabeth. Heinle & Heinle. 2011 (classic)

All About the USA - Level 1 or 2. 2nd ed. Broukal, Milada. Pearson. 2011 (classic)

Future 2. English for Results. Lynn, Sarah and Long, Wendy and Raskin, Janet. Pearson. 2010 (classic)

Oxford Picture Dictionary (Monolingual English). 2nd ed. Adelson-Goldstein, Jayme and Shapiro, Norma. Oxford University Press. 2008 (classic)

Downtown 3. McBride, Edward. Cengage. 2006 (classic)

Instructor prepared materials